

## Character Education Management

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**Abstract:** *In line with the progress of the era and the era of globalization facing the nation Indonesia now capable of carrying an impact, either positive or negative impacts for the Indonesia people's lives including children that are still in its development also included in the family environment. The family is a very important role in the threefold and the progress of the children to their character, as in the child's family has a lot of time to be with family. Then if the government thus needs to incorporate character education in curriculum that are then applied in each subject and in everyday life. Thus the curriculum designing curriculum based 2013 character. Although the role of the family environment is very important to the character of the children, then in this case the school is also the right place for the establishment of the children's character in the stage of development of the times, namely primarily is the teacher. Teachers can design and implement learning by using learning strategies, learning methods, and the appropriate learning materials, efficiently, and in accordance with the character of the boys. By, therefore, understanding and mastery of the teacher against a character of absolute significance of learners.*

**Keywords:** *character education, management, curriculum*

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### I. Introduction

Almost everyone is subject to education and education. Because education is never separate from human life. Children receive education from their parents and when these children are adults and have a family, they will also educate their children. Once at school and high school, students and students are educated by teachers and lecturers. Education is typical of property and human resources. No other creature needs education (Pidarta, 2014:1).

Education must be interpreted as an effort to help humans achieve self-realization by optimizing all of their human potential (Shofian, 2004:17). All the process towards the attainment of optimization on human potential, regardless of place and time, is found as an education activity. Character education is an effort to help the development of the souls of children both physically and mentally, from the nature of their nature towards towards a humane and better civilization. For example, it can be stated, for example: suggestions or instructions for children to sit well, not shouting so as not to disturb others, clean bodies, neat clothes, respect for parents, love young people, respect the elderly, respect the elderly, help friends and so on is a process of character education (Mulyasa, 2011:1).

For changes and the development of children's character is a very important family role which is a very strong foundation for children in the development of these characters, both from the level of early childhood education, elementary, middle, and higher education. Therefore this character education is given based on the level, type, and path of education. Therefore parents at home are the most important in fostering the development of character of children who every day more time with children.

In addition to parents who have an important role in the development of children's character, the teacher also has a large role in guiding and fostering to shape the character of children towards a better direction. A teacher must be able to understand the characteristics of students so that learning can run well. By mastering the characteristics of learners the teacher can also organize learning processes that can help various aspects of student development which include cognitive aspects, psychomotor aspects, affective aspects, aspects of creativity, emotional aspects, special talent aspects, aspects of social relations, aspects of independence, aspects of language, and moral aspects.

Regarding the characteristics of students, Irwanto and Suryana (2015: 8) suggest that the importance of mastering the characteristics of students for teachers in principle so that teachers can carry out education and learning effectively and efficiently, and avoid mistakes in educating and learning that will harm development the personality of the learners themselves. Therefore, the teacher's understanding and mastery of the characteristics of students is of absolute importance.

## II. Discussion

### The Nature of Character Education

Character education has a higher meaning than moral education, because the character education is not only related to wrong problems, but how to instill habits about things that are good in life, so that children/students have high awareness and understanding, as well as concern and commitment to apply virtue in everyday life. Thus it can be said that character is a person's nature in responding to situations morally, which is manifested in concrete actions through good behavior, honesty, responsibility, respect for others, and other character values. Wynne (Mulyasa 2011: 3) Suggests that arguing that characters come from Greek which means "to mark" (focus) and focuses on how to apply good values in daily actions or behavior. Therefore, someone who behaves dishonestly, fraudulently, cruelly and greedily is deemed a person who has an ugly character, while those who behave well, honestly, and are helpful are said to be good people.

### The Importance of the Role of the Family in Character Education

It is very clear in the formation of the character of children who cannot be separated whose family name. Because family environment is a place where children start to learn and develop before the scarcity of schools and communities. However, it is also not possible to deny that the school can also shape the character of children in developing children's character.

People think the family is having a big influence on the development of children's character, that the family is the main and first character education for children, because children spend more time with family compared to school or society. Parents are teachers for character education of children at home who have a very large influence on children's character development because the relationship between parents and children is a lifelong relationship, which can not be decided by anything or any cause that can affect relationships between parents and child.

Based on the above conditions, Munir (2010: 14) argues that as a minimum capital of stock education must be prepared by parents. Thus, it will be seen how important the role of family parents in shaping children's character. Because in forming the character of the child it is not easy so that parents can give courage to children so that they become someone who is firm in principle, not easily affected and swayed. Firmness, honesty and loyalty are the resistance of children to do what is seen as good, honesty is a noble value that must be possessed by every child, and loyalty is the basis for respect or commitment that children choose in the lives of children for future provisions

### Character Education Objectives

Character education aims to improve the process and results of education that lead to the formation of full and integrated character and noble character of students in accordance with graduate competency standards in educational units (Mulyasa 2012: 9). Through character education students are expected to be able to independently improve and use their knowledge, examine the values of character and noble character so that it manifests in daily behavior.

Character education at the level of the education unit leads to the formation of school culture, namely the values based on behavior, tradition, daily habits, and symbols that are practiced by all school people and the surrounding community, and school culture is also a characteristic, character or the character and image of the school in the eyes of the wider community.

### Character Education in Curriculum Development

#### 1. Character Education Curriculum

The curriculum that must be designed contains the grand design of character education, both in the form of formal curriculum and hidden curriculum. The curriculum designed must reflect the vision, mission and goals of the school that is committed to character education. Character education is an integrated unit of education unit curriculum. Therefore, the character education program in a document is integrated into the education unit level curriculum (KTSP). In other words, character education must be stated in KTSP starting from the vision, mission, goals, structure, and content of the curriculum, educational calendar, syllabus, learning implementation plan (RPP). The curriculum is important to innovate, renew and develop a curriculum that was previously a better collar, the curriculum offered is a character education curriculum (Mansyur, 2007).

To develop a character education curriculum there must be a series of values that are integrated with the values of virtue, beauty, work, love for the motherland, democracy, unity, morality and human values. According to Wiyani (2012: 94) other values derived from religion, Pancasila, culture, and national education goals, namely:

- a. Religion: the values of cultural education and the character of the people must be based on values and rules derived from religion.

- b. Pancasila: cultural education and character of the nation aims to prepare students to become good citizens, namely citizens who have the ability, willingness, and implement Pancasila values in life as citizens.
- c. Culture: not human beings who live in a society that is not based on cultural values recognized by the community. These cultural values are used as a basis in giving meaning to a concept and meaning in communication between members of the community.
- d. National Education Objectives: the most operational sources in developing cultural education and national character compared to the three sources above.

Then, the noble values must be developed at a minimum, including:

- a. Tough: Behavior that shows a sincere effort in overcoming various obstacles to learning and assignments as well as possible.
- b. Honest: behavior based on efforts to make himself a person who can always be trusted in words, actions, and work.
- c. Smart: search for and apply information from the surrounding environment and other sources logically, critically, and creatively.
- d. Care: attitudes and actions that always strive to prevent damage to the surrounding environment and develop efforts to repair environmental damage that has occurred, always want to provide assistance to other people and communities in need.

The development of character education curriculum will be able to run in accordance with the national education goals that will be prepared in the making of characterized lesson plans that will be applied in every subject at school. The preparation of character RPP as a product of short-term learning programs, which includes the components of the learning activities program and the process of implementing the program. The RPP component includes basic competencies, characters to be formed, standard material, methods and techniques, media and learning resources, learning time and other supporters. Thus, character-based RPP is essentially a system, which consists of interconnected components, and interacts with one another and makes steps to implement it, to achieve goals or establish certain competencies and characters.

The development of character-based lesson plans must pay attention to the interests and concerns of students about the standard material used as the study material. In this case it must be noted that the teacher does not only act as a transformer. However, it must act as a motivator who can arouse learning passion and lust, and encourage students to learn, using appropriate learning resources, and that support the formation of character as a whole.

**What has been explained and stated above can be explained as follows:**

- a. The characters formulated in the lesson plan must be clear, the more clearly characterized RPP is more easily observed, and the more precise activities that must be carried out to form characters that are also understood as teaching characters through subjects. Character education is the same as in general subjects which are considered as important subjects in the formation of the character of students.
- b. Characteristic RPP is made flexible and simple, and can be implemented in learning activities and character formation of students
- c. Activities that are compiled and developed in character RPP must support, and in accordance with the basic competencies of the students that have been established so that character education can create real character education that has been applied in every subject that is considered to have a character education content.
- d. Characterized RPP that is developed in its entirety and comprehensively and is clearly achieved so that character education occurs more naturally when carried out naturally informally.

**2. Character Education Approach**

The approach in character education in the National Character Development Master Design Year 2010-2025 (2010: 30) includes:

- a. An interventive approach, developed an atmosphere of learning and learning interactions that are deliberately designed to achieve the goal of character building by implementing structured activities. For the learning process to be effective, the role of the teacher as a role model is very important and decisive.
- b. The habituation approach, created situations and conditions and reinforcement that allows students in their educational units, in their homes, in their communities to get used to behaving in accordance with values and become characters who have been internalized and personalized from and through the intervention process.

Approach is a process of action and approach. The approach in the context of character education can be interpreted as a process of action by approaching and facilitating the implementation of character education in addressing a problem towards problem solving. The above statement was reinforced by Budimansyah (2010: 62-63) who explained the process of intervention and habituation as follows:

Intervention is a process of character education carried out formally, packaged in learning and learning interactions that are intentionally designed to achieve the goal of character building by applying structured learning experiences. Habituation is the process of creating various persistent life situations that contain various reinforcements that enable students in their educational units, in their homes, in their communities to get used to behaving according to values and to make a value tool that has been internalized and personalized through the process of the heart, though thinking, exercising and feeling and intention as character or character.

Based on the above opinion that the character approach is twofold, namely through formal interventions in subjects while habituation is carried out in families and communities who are accustomed to behaving according to values.

Whereas Muslich (Mansyur, 2007: 5) explains that there are five typologies of character education approaches, as follows:

- a. Value Planting Approach (Inculcation approach) is an approach that places emphasis on planting social values in students. According to this approach, the purpose of value education is the acceptance of certain social values by students and changes in student values that are not in accordance with the value of the desired social value.
- b. Value Clarification Approach. The value clarification approach places emphasis on helping students to examine their own feelings and actions to increase their awareness of their own values. The value learning objectives according to this approach are three. First, it helps students realize and identify their own values and the values of others. Second, helping students communicate openly and honestly with others, relating to their own values. Third, it helps students to be rational and emotionally aware to understand their own feelings, values, and behavior patterns. In the teaching process, this approach uses dialogue, writing, discussion in large or small groups, and so on.
- c. Value Analysis Approach (Values analysis approach). The value analysis approach emphasizes the development of students' ability to think logically, by analyzing problems related to social values. When compared with the cognitive development approach, the value analysis approach places more emphasis on discussing problems that contain social values. Meanwhile, the cognitive development approach focuses more on individual moral dilemmas.
- d. Approach to Cognitive Moral Development. It is said that the cognitive development approach because of its characteristics emphasizes the cognitive and developmental aspects. This approach encourages students to think actively about moral problems and in making moral considerations, from a lower level to a higher level. There are two main objectives to be achieved by this approach, first, helping students to make moral considerations more complex based on higher values. Second, encourage students to discuss the reasons for choosing values and positions in a moral problem. According to this approach, the teaching process of values is based on a moral dilemma, using group discussion methods. The discussion was carried out by paying attention to important conditions: First, encouraging students towards a higher level of moral judgment. Second, there is a dilemma, both the mortgage dilemma and the factual dilemma related to value in everyday life. Third, the atmosphere that supports the discussion is good.
- e. Approach to Learning to Do. This approach emphasizes efforts to provide opportunities for students to carry out moral acts, both individually and jointly in a group. Superka in Muslich (2011: 118-119) concludes that there are two main objectives of moral education based on learning to do approaches, that is:
  - 1) Give students the opportunity to do moral actions, both individually and jointly, based on their own values.
  - 2) Encourage students to see themselves as individual beings and social beings in relationships with others, who do not have complete freedom, but as citizens of a society who must take part in a democratic process.

The learning methods used in the value analysis and value clarification approaches are also used in this approach. Other methods used are certain projects to be carried out at school or in the community, and practice skills in organizations or relationships among others. The approach to learning to do was initiated by Newmann, by giving deep attention to the effort to involve students in making social changes.

### **Character Education Platform**

Wiyani (2012: 21) proposes several foundations of character education, namely:

- The foundation of human philosophy, philosophically, humans are created by God in a "unfinished" state. Humans who are born into human children are not necessarily in the process of development to become real human beings. Efforts to help humans to make real people is what is called education.

- The foundation of Pancasila philosophy, the ideal Indonesian human being is one who values the values of wholeness, humanity, unity, popularism and social justice. Pancasila values are what should be in character education.
- The foundation of the philosophy of general education, education is basically to develop a whole personality and good citizens. Someone who has an intact personality is described by internalizing good values to form good character.
- Religious foundation, in religions and belief systems that develop in Indonesia, good human beings are human beings who: (1) are physically and spiritually healthy and can carry out various life activities that are associated with their worship to God; (2) devoted to devoting themselves (devoting and serving) the will of God; (3) making leaders of themselves, their families and communities trustworthy on the basis of honesty, trustworthiness and discipline, hard work, tenacious and responsible; (4) human in the sense that human beings have the characteristics of love towards others, a high concern for the suffering of others, applies well to others, and is dignified.
- Sociological foundation. Sociologically, Indonesian people live in the midst of society and nations that are very heterogeneous and continue to develop. They are in the midst of people who come from different ethnic, ethnic, religious, social and economic status groups.
- Psychological foundation. In terms of psychology, characters can be described from intrapersonal, interpersonal and interactive dimensions. The intrapersonal dimension is focused on the ability or effort of humans to understand themselves. Interpersonal dimensions, in general, are built on core abilities to recognize differences. Whereas specifically, is the ability to recognize differences in mood, temperament, motivation and will. While interactive is the ability of humans to interact socially with others meaningfully, as social beings, humans interact with natural or physical environments with the social environment.
- Theoretical foundation. There are several theories of education and learning that can be referred to to develop character. First, behavioristic oriented theories that state that a person's behavior is largely determined by external forces, where changes in behavior are mechanistic. This theory is known as the Stimulus-Response theory or Laboratory Theory which is very popular in the implementation of the 1970s curriculum. These behavioristic theories were developed by using animals as test objects. In the 1980s a new awareness grew. Humans were not the same as animals so behavioristic theory was seen as less suitable for character education because it made humans like robots. Second, cognitive-oriented theories also known as information processing theory with the input-process-output principle. This theory analogues the way the human mind works like the way computers work. If the mind is entered into data (information) about goodness, it is believed that it will be able to manifest good behavior. Unfortunately, it is found that many people know goodness but their behavior is not always good. Third, comprehensive oriented theories, such as constructivistic theory and holistic theory (including field theory, motivation theory, and social context theory) which states that a person's behavior is determined by both internal and external forces.

## **Character Education Management**

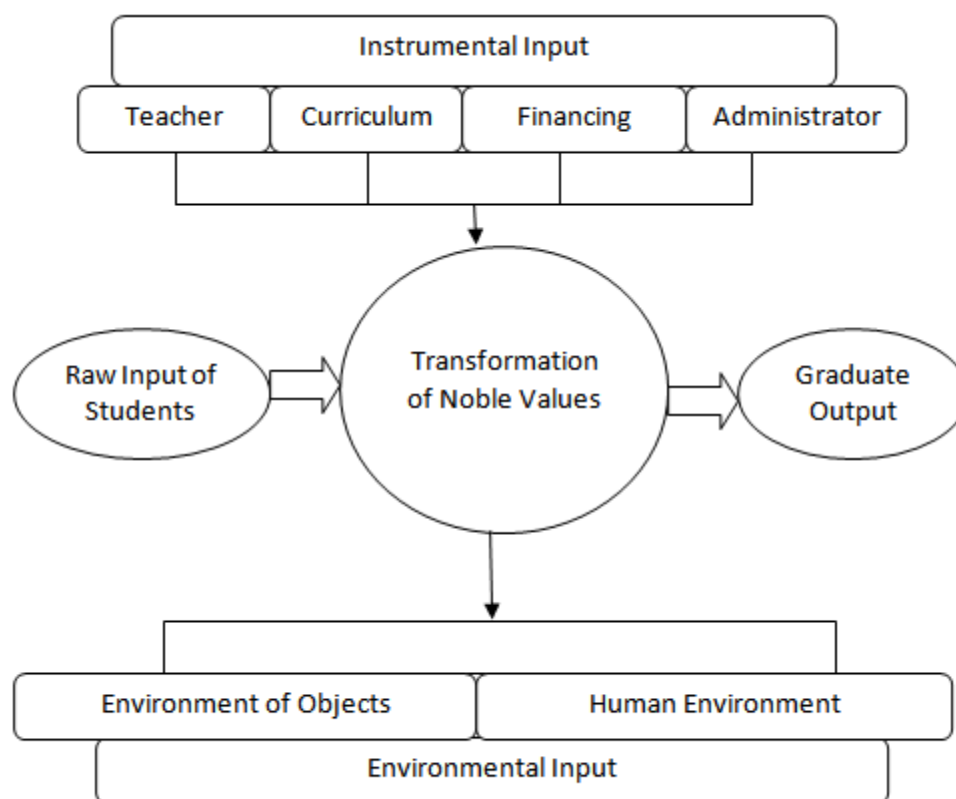
### **1. Definition of Character Education Management**

School as an educational institution can be used as a noble industry because it develops a dual mission, namely profit and social. The profit mission is to achieve profits, this can be achieved when the efficiency and effectiveness of funds can be achieved so that income (income) is greater than the operational costs. Then the social mission aims to inherit and internalize noble values. Schools can be achieved to the fullest if the school has capital and social-capital capital that marks and also has a high level of effectiveness and efficiency. That is why, managing a school not only requires high professionalism but also a mission of pure and mental-abundant intentions, as well as managing other mobile industry such as hospitals, orphanages, social foundations, research or study institutions, and non-governmental organizations (NGOs) School resources involve at least students, educators and education staff, curriculum, educational programs, facilities/infrastructure, finance or finance, information, teaching-learning processes, environment, output and outcome, and cooperative relations with stakeholders and others (Muhaimin et al. 2011: 6). It can be underlined that the management of character education is a strategy that is implemented in the development of character education held with the desire and intention to embody the teachings and noble values to realize the school's social mission through management activities.

Character education management is a system of planting character values to students which includes the components of awareness, understanding, caring, and high commitment to implement these values. Wiyani (2012: 50) state the components contained in the management of character education in schools include:

- a. The curriculum component, namely the material or material of the lesson and the experience gained by the students who give character to the school and reflect the character of the graduates.
- b. The management component, namely human resources (HR) that takes care of the organization of the school, involves managing in leading, organizing, directing, fostering and managing school management to create a character education management school culture. Included in the management component are the principal, console, librarian, administrative staff, and office boy.
- c. The financing component, namely financial problems is closely related to financing, while the financing problem itself is a very important factor and determines the life of an organization such as a school. Funding for character education is planned, submitted and issued to support the transformation process of noble values.
- d. Teacher component. Teachers are human resources that provide experience to students as a manifestation of their commitment to the implementation of character education.
- e. Components of students, namely the subject of learning that will go through the process of transformation of noble values in the implementation of character education management in schools.

Scheme to describe a management flowCharacter education in schools is as follows:



**Figure 2.1** Flowchart of Character Education Management in Schools

## 2. Function of Character Education Management

According to Mulyasa (2005: 20), the main functions of character education management are as follows:

- a. Planning, is an activity to mobilize or use limited resources efficiently and effectively to achieve the stated goals. Character education management planning aims to formulate basic competency indicators for students.
- b. Implementation, is an activity to realize plans into concrete actions in order to achieve goals effectively and efficiently so that they will have value. The implementation of character education management aims to strengthen and develop noble values that will be transformed into the learners' self.
- c. Supervision, is an effort to observe systematically and continuously; record; provide explanations, instructions, guidance and straighten out various things that are not right; and correct errors, and are the key

to success in the entire management process. Supervision of character education management aims to direct and correct the behavior of students in the process of transforming noble values.

- d. Coaching, is a series of professional control efforts for all elements of the organization to function properly so that plans to achieve goals can be carried out effectively and efficiently. Character education management guidance aims to report on students' typical behavior and provide inspiration, enthusiasm and encouragement to students based on the results of student behavior reports.

### 3. Objectives of Character Education Management

As in Article 3 of the National Education System Law Number 20 of 2003, national education functions to develop and shape dignified national character and civilization in order to educate the life of the nation. The purpose is to develop the potential of students to become human beings who have faith and knowledge, are capable, creative, independent, and become citizens of a democratic and responsible state.

Character education is an attempt to internalize, present, sow, and develop good values for students. By internalizing these virtues, it is hoped that students can behave well.

According to Kesuma (Wiyani, 2012: 58) Operationally, the objectives of character education in school settings are as follows:

- a. Strengthen and develop life values that are considered important and necessary so that they become the unique personality of ownership of students as the values developed.
- b. Correcting student behavior that does not correspond to the values developed by the school.
- c. Establishing harmonious connections with family and community in acting out shared character responsibilities.

Based on the above opinion that the purpose of character education is to instill the values of character education in students so as to produce a strong character as capital in facing this era of globalization.

### III. Conclusion

1. The role of parents has a huge influence on children's education because the relationship between children and parents lasts all the time.
2. Developing character education in schools is carried out, both in quality and quantity.
3. Curriculum development and changes are very necessary in the implementation of education in order to be better, so that it is necessary for us to apply character education in the curriculum or the making of RPP with character.

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