

# The Management of Students Character Building in Senior High School

**Sufyarma**

Administrasi Pendidikan, Fakultas Ilmu Pendidikan  
Universitas Negeri Padang  
Padang, Indonesia  
sufyarma1954@gmail.com

**Nori Basyiana Guntama**

Administrasi Pendidikan, Fakultas Ilmu Pendidikan  
Universitas Negeri Padang  
Padang, Indonesia  
noribasyiana@rocketmail.com

**Tia Ayu Ningrum**

Administrasi Pendidikan, Fakultas Ilmu  
Pendidikan  
Universitas Negeri Padang  
Padang, Indonesia  
tia.ayu.ningrum92@gmail.com

**Abstract**—This article discusses about the management of student character building program in senior high school. This research is a qualitative descriptive study. Informants in this study include principals, vice-principals, teachers and students. The Methods of data collection are through interview, observation and documentation study. The data analysis is done through reduction data, presentation data and verification data. The validity test of the data is using triangulation technique. The findings of this study indicate: (1) The Planning of the students character building program in senior high school can be said is good. Seen that the school plans a character development program based on the visions and missions. (2) The Organizing the students character building program in senior high school are categorized quite good, (3) The Implementation of the students building is done by learning and extracurricular activities. (4) The controlling of the students character building is done by the school using directly and indirectly.

**Keywords**— *Management Program; Character Building*

## I. INTRODUCTION

Character problems need seriously getting attention [1]. In this modern era, characters form eastern culture become obsolete [2]. So that needed for building the characters. The characters building as the process which is given to the students to become a real person that have characters in heart dimension, thought, body and also intentions [3].

In order to succeed in characters building in the school is needed resources which can be for implementation the management activities. In this case, to support the implementation of character education to match with vision and mission that become the goals of the school, it needs a process of management activities. The management is about how the school in planning, organizing, implementation and doing the characters education of supervision activities are through various activities of the characters building in the school. Besides being adjusted to visions and missions, planning in characters building in the school should need to

identify the various activities which are suitable with the priority, how the school develops the character education materials for each school level, developing the implementation plans for each activities and preparing the supporting facilities for the implementation of the characters building. But, in fact education cases in Indonesia generally, planning for the characters building not properly are socialized, so that in implementation step almost becomes ineffective, especially for a school that has limited human resources facilities and infrastructure.

## II. METHODS

This research is about a descriptive research, the method is quantitative research. The data source in this research are divided into the key informant is the principle and the supporting informant are the vice principle, teachers and students. The sample selection technique is using purposive sampling technique and snowball sampling. The research instrument is the researcher which is supported by using observation guidelines, interview guidelines, and documentation. The data collection technique uses an interview technique, observation technique and documentation study. The data analysis technique uses Miles analysis and Huberman are data reduction, presentation of data, and a conclusion/verification. The data validity technique uses triangulation that are sources of triangulation and methods of triangulation.

## III. THE RESULT AND DISCUSSION

### A. The Result

In this research explains four indicators that are (1) Planning of students characters building programs, (2) Organizing of students characters building programs, (3) implementation of students characters building programs, (4) controlling of students characters building programs

### **1) Planning of students characters building programs**

Planning of students characters building programs have been categorized well. In this case a school does a process characters building based on visions and missions in the school. [3] states that the planning of characters building in the school should be according to visions and missions of education, so it will get to be recorded very clearly related to every characters development effort based on the goals of the school. So that visions and missions of the school are the basic of reference that is used by the school to make characters-based activities that is implemented.

Planning of students characters building programs are entered in curriculum for all the lessons with adjusting the application of characters values to the content of the materials that is taught or integration to extracurricular activities.

The curriculum planning is done by teachers to make it easy the integration of the implementation in teaching and learning activities that is through making RPP which includes aspects of characters values. The characters values in RPP is written clearly in learning steps. In the example of RPP citizenship education, the characters values are written in aspect that is assessed and various strategies to achieve learning. The contents of the RPP are the subject identity, SK, KD, learning goals, learning materials, learning models, media, learning resources and evaluations. This is accordance with [4], the character values need to be grouped to be integrated in suitable subjects. In this stage, syllabus, RPP, and teaching materials are arranged so that the learning activities are character-minded. RPP is arranged based on the syllabus that has been developed by the school. There are KD, leaning materials, indicators, the characters culture that is implemented in learning activities, the time allocation assessment and learning resources. According from [5] that RPP as the short term learning product that includes components of the learning activities program and program implementation. The components of RPP are basic competence, character to be formed, method, dan technique, media and learning resources, time and the other supporting resources.

The school organizes the extracurricular programs consists of the compulsory extracurricular and choices. The compulsory extracurriculars are Muhadah and TPA and choices there are Pencak Silat, Futsal, Dance/randai, Drum band, and Paskibra. So, the students character building is through the various of that extracurriculars. But, in planning of extracurricular activities there is deficiency, the school doesn't plan the forms of the activities which are done in several various extracurricular that can build the students character values.

### **2) Organizing of the students character building programs**

Organizing are the whole process of grouping people, tools, tasks, also authority and responsibilities in such a way as to create an organization that can be mobilized as a whole unity and round in order to achieve predetermined goals [6]. Organizing of school character building programs divide task and responsibilities to the parts involved in managing the character buildings. The character building is through the extracurricular activities are done in learning process, in this

case teachers are given duties and responsibilities by a school based on scope of work and their competence.

Organizing of the character building programs are through extracurricular activities are loaded in the form an organization structure that consisting of a principle, a vice principle of students field, a tutor and a companion. To achieve predetermined goals, a school does divisions of tasks to each people who are involved based on their positions dan competencies. A principle as the responsible person for all management and extracurricular programs, a vice students is to be responsible for activities implementation, then a tutor and a companion are to be responsible to activities that are done.

Responsibilities which have been given by a school to teachers or tutors, they have to implement their responsibilities very well, how the teachers can build the students characters in class or out of class.

### **3) Implementation of the students character building programs**

Implementation of character building programs in SMA PGAI is a program that is implemented to build students characters based on visions dan missions of the school that prioritize students to religius dan good morals. To achieve that, teachers always strive for students, to not only have potential in academic field but also in their moral. Because of that the school implements characters building programs are through (1) learning activities, besides to make students master the targeted competencies, also is created to make students know, realize/care, and internalize values and make it as their behaviors; (2) extracurricular activities are implemented to support the achieving goals of characters education. Through that activities, the school combines character values in extracurricular activities. It is based on the statement [7] state that character education should enter in every aspects of learning and teaching in the class, daily practices in the school and integrated to every extracurricular activities.

Integration of characters building in learning and teaching activities that is through praying habitual before and after doing PBM, this is a form of building religius values to the students. All of the character building implementations in PBM teachers have to adapt to RPP that have been made. From the implementation will see that integration and implementation to the subject. [3] states that integration of character education is done to all of the subjects. Implementation of character values that are seen in the school have implemented well, discipline, caring to environment and honest. Where are every that character values are built in learning and teaching process and self development activities in extracurricular.

Based on the result of interview and school documentation. Implementation character building in extracurricular activities are done by various types of extracurricular activities that are held in the school. There are various types of character values that are built through extracurricular activities are religius, honest, responsibilities and discipline. In fact, character building is through extracurricular activities in the school don't realization fully in extracurricular activities, just for

religius extracurricular is implemented well, that is Muhadarah extracurricular is held once a week on Friday. Muhadarah activities is held in a mosque of the school and also the field. The type of religius characters building are many done in Muhadarah extracurricular, because in Muhadarah is many held Islamic activities such as speech, nasyid and adzan.

This is based on the previous research that is done by [8] [9] [10] [11] [12] [13] state that extracurricular activities have a role in the students character building programs.

#### 4) Controlling of the students character building

Controlling of the students character building is done in the school with directly and indirectly. Controlling directly is done by observation and developments in programs and controlling indirectly can be seen by absent recapitulation and the result of activities report is about character building programs. Controlling is for seeing that is the programs is successful or not. [14] state that controlling is a process to know there is or not deviations in planning implementation, that is to do immediately improvement efforts, so can assure that the activities which is done in real is the activities are suitable with what are planned.

Controlling of character building implementation includes all of the component in the school (teachers, parents, school staffs). [4] state that to know out the development of the programs of creating a conducive atmosphere, needing is done monitoring and supervision. Involvement all of the parts in the school such as a principle, a vice principle, teachers, education staffs and students in implementation and contribution to succeed the school program activities. Controlling is done in observation to the students behavior in daily activities in the school, that are learning activities in class or out of the class. To the next actions to develop characters that have been given in the school, all the components cooperate to do controlling.

#### IV. CONCLUSIONS

Based on the research and the discussion which have been explained, so can be gotten the conclusions that (1) Planning of the character building programs are done in the beginning of the new school year. Every planning programs are based on visions and missions of the school. The character building program in documents are integrated to curriculum. The character values are integrated into the plan of learning

planning and extracurricular programs in the school. (2) Organizing of the character building programs are: (a) Division of teacher tasks who handle learning based on the teachers job scope and the competencies; (b) Division of tutor teacher tasks of extracurricular activities based on the position and the competencies. (3) Implementation of character building programs are done through learning activities (intrakuler) and extracurricular activities. (4) Controlling of character building are: the character is done directly and indirectly.

#### References

- [1] Widiyawati. (2017). Strategi Pengembangan Pendidikan karakter di sekolah Dasar Melalui Peran Serta Masyarakat. *Jurnal Wahana Sekolah Dasar*, Vol 24 No.
- [2] Rolina, N. (2014). Developing Responsibility Character for UNiversity Student in ECE Throught Project Methode. *Social and Behavior Science*, 123, 170–174.
- [3] Rolina, N. (2014). Developing Responsibility Character for UNiversity Student in ECE Throught Project Methode. *Social and Behavior Science*, 123, 170–174.
- [4] Pupuh, F., & dkk. (2013). *Pengembangan Pendidikan Karakter*. Bandung: Refika Aditama.
- [5] Mulyasa. (2013). *Manajemen Pendidikan Karakter*. Jakarta: Bumi Aksara.
- [6] Siagian, P. S. (2012). *Fungsi-fungsi Manajerial*. Jakarta: Bumi Aksara.
- [7] Dirjen, D. (2011). *Pendidikan Karakter Untuk Membangun Karakter Bangsa*. Jakarta, Indonesia.
- [8] Dewi, N. K. (2014). Pengaruh Kegiatan Ekstrakurikuler Kepramukaan Terhadap Perilaku Prosocial Remaja di SMP Santa Ursula Jakarta. *Jurnal Psikologi Indonesia*, Vol 3 No 0.
- [9] Hendri, A. (2008). Ekskul Olahraga Upaya Membangun karakter Siswa.
- [10] Lismadiana. (2006). Peran Ekstrakurikuler Bulutangkis Bagi Siswa SMA. *JORPRES*, Vol 2 No 3.
- [11] Prasetyo, Y. (2010). Pengembangan Ekstrakurikuler Panahan Di Sekolah Sebagai Wahana Membentuk Karakter Siswa. *Jurnal Pendidikan Jasmani Indonesia*, Vol 7 No 2.
- [12] Rachmawati, S. N. I. (2016). *Upaya Pembentukan karakter siswa melalui kegiatan Ekstrakurikuler Pencak Silat di MI Sulta Agung Babadan Baru Slema*. Universitas Islam Negeri Sunan Kalijaga.
- [13] Sule, E. T. dan K. S. (2004). *Pengantar Manajemen*. Jakarta: Kencana Prenada media Group.
- [14] Engkoswara, K. (2010). *Administrasi Pendidikan*. Bandung: Alfabeta.