

School Management in the Implementation of Character Values in the Teaching-Learning Process

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ABSTRACT

Globalization progress and after the earthquake and Tsunami of Aceh make it more easier for new cultures to come into which lead to the social and character changing of students and society. School education is one of most effective ways to build individual characters so they can grow up better in society. This research was intended to find out school management in the implementation of character values in the teaching-learning process. This research was designed as a case study conducted by collecting data from Junior High School in Banda Aceh. The data were collected by using observation, interview, and documents. The result show that: Teachers write the character values applied in learning steps in Study Plan. The implementation of character value in learning process in the classroom done by using integrated approach in all lesson materials. The teacher shows the character values that contained in the lesson material, giving example that suitable to an event or the situation where the student lives, telling a story that brings up the expected character, using source of the study. Character values implemented to student are suitable with the lesson material such and the prioritized character is religious character.

Keywords: *School, management, implementation, character values, and learning process*

1. INTRODUCTION

The development in the globalization era affects the lives of people in the world. One of the impacts of the globalization advancement triggered by information and communication has made the global culture values culture increasingly (Ger, 2017; Hong & Cheon, 2017). Historical, social and cultural effects along with other factors give influence to the formation of individual behavior, values and personality (Caspi, et al, 2005). Cultural background can shape a person's character (Peng, et al. 2010) and ultimately affect the character of the nation.

Education as part of culture is also inseparable from the influence of globalization. Education plays an important role in strengthening the Indonesian character (Rokhman & Syaifudin, 2014). Character education is one of the main discourses in Indonesia's national policy. In the National Action Plan text, it is stipulated that character education is a key element in the achievement of the national development vision and mission included in the Long Term Development Plan for the period of 2005-2025.

Many people consider that there has been people's moral decadence due to the weakening of the nation's character both internally and externally. Education in

schools is an effective place for the formation of individual characters in order to grow well in the environment (Hadi & Chaer, 2017). Schools have a great responsibility in character education for students to form intelligent and good people. The character values to all school residents include the components of knowledge, awareness or willingness, and actions to implement these values.

Character education in schools is not separated from other subjects (Afandi, 2011). However, the existence of character education is applied to every subject and all aspects of school culture such as religious activities, praying, worship, religious holidays and other professional and ritual activities. School culture becomes the characteristics of the schools that bring together all existing units as the important aspect in creating school culture (Wasono, & Sutarto, 2015). All school residents need to create a conducive environment and support the character-based programs in the schools (Aminah, et al, 2014).

Many characters can be built in school. These characters are reflected in the school culture which is the initial foundation in the character building for the students and the school residents generally (Suzanne, 2010). Yatmiko, et al, (2015) conclude that the implementation of the character values needs to use

integrated strategies in learning, self-development, and additional allocation of learning time.

Character education must be established and developed in every educational institution. Character education is a conscious and planned effort to realize the atmosphere and process of empowering students' potential and civilization to build the unique characters of personal or group to the next generation.

The Indonesian government determines the character education as the main soul of the education implementation in Indonesia. This is marked by the issuance of Presidential Regulation No. 87 of 2017 on Strengthening Character Education. This regulation enacts the character education as the national education platform to equip the students as the golden generation of 2045 with the spirit of Pancasila and good character to deal with the dynamics of change in the future. The result of the research by Hokanson & Karlson (2013) conclude that the generation which is lack of the character power has an impact on the lack of survival in overcoming challenges or failures.

Strengthening the character education is an educational movement under the responsibility of the education unit to strengthen the character of students through the harmonization of heart, taste, thought, and physical processes with the involvement and the cooperation between education, family and community units as part of the Mental Revolution Movement. The basic character values that are the main focus in strengthening the character education are nationalism, integrity, independent, cooperative, and religious.

The 2013 curriculum is a core part of strengthening the character education through class-based character education approach, school culture-based character education and community-based character education. These three approaches are integral and comprehensive character education approaches that must be applied in the education units. Strengthening the character education must be integrated in intracurricular, cocurricular, and extracurricular activities conducted in the education units.

The focus of strengthening the character education in this study is the class-based character education approach. The class-based character education is the integrated interaction between the teachers and the students in the learning process in the classroom and the teachers' strategies to prepare the character education in the learning process through the selection of the learning methodology, the classroom management, and the learning evaluations.

Strengthening character education requires a good and specific system. Strengthening character education includes at least the steps of learning, teaching tools, methods, and others (Akhwan, 2014). The research result of Prihastanto, et al, (2016) presents that the character education implementation in the schools is still lack and the character education teaching only focuses on the

intellectual aspects. Principals, vice principals of curriculum, subject teachers, administration head, parents, and school committees still partially implement the character education. The teachers only give attention to the cognitive aspect, and ignore the aspects of affective, psychomotor, and spiritual of the students.

The interview results with several junior high school teachers in Kota Banda Aceh reveal that they follow the technical guidance on the implementation of strengthening character education. After the teachers participate in training, they are expected to be able to arrange the learning plan by identifying the students' activities related to literacy and the character education in the learning steps from the beginning to the end, and can implement them.

The objective of this study is to describe and analyze the learning implementation plan compiled by the teachers, the integration of the character education strengthening of the learning process in the classroom and the character values embedded in the learning process in the classroom.

2. METHOD

The approached of this study is a qualitative with a case study design. Sugiyono (2016) argues that: "Qualitative research is research carried out to examine an object's condition naturally and profoundly as well as containing meaning based on facts found in the field so that it can be constructed into hypotheses and theories". This study is intended to understand the natural phenomena on the uniqueness and the dynamics as a unity about school management in the implementation of character values in the teaching-learning process. The study was conducted from Junior High School in Banda Aceh.

Data were collected in July and August and September 2018 including primary and secondary data sources. Primary data were from interviews and observations. Interviews were conducted with informants, namely principals, vice principals, teachers, school supervisors and students to explore information in accordance with the focus of the research problem. Observations were done to know the strengthening of the character education in the classroom learning process conducted by the teacher. Secondary data were obtained from the schools' policies and activities through document study. Data analysis was carried out in accordance with data analysis techniques from Miles and Huberman (Sugiyono, 2016) by data collection, data reduction, display data and verification/conclusions.

The researchers checked the data validity by triangulating data to avoid mistakes or data errors (Moleong, 2012). The triangulation techniques used were triangulations of sources, methods and theories. Source triangulation was done by comparing information obtained by the researcher from each informant until it

was proven that there were similarities and consistency of answers. Method triangulation was done by comparing information or data in different ways, such as interview, observation, and document study. Theory triangulation was done by comparing relevant theoretical perspectives to avoid individual researchers' bias on the findings or conclusions taken.

3. RESULTS AND DISCUSSION

The results of the study show that before preparing the implementation plan of learning (*RPP*), the teachers analyze the basic competencies by identifying the values contained in the learning material. Then, the teachers design the *RPP* including the strengthening character focus by choosing relevant learning methods and classroom management. In the learning plan, the teachers write down the character values raised in the learning steps. Character values that appear are in accordance with the subject materials.

The teachers are responsible for preparing the *RPP* well before conducting the learning process. The *RPP* can be done by arranging the lesson material, setting the criteria for analyzing the expected characters in line with the curriculum development, determining the learning media, considering the learning approaches or methods, designing the learning activities in accordance with the situation, conditions and the schools' potentials, and regarding the time allocation to achieve the learning objectives (Silanoi, 2012).

The observation results present that the learning implementation by the teachers is in accordance with the *RPPs*. Strengthening character education in the classroom learning process is carried out using an integrated approach in all subject materials. The teachers reveal the character values contained in the learning materials, give the examples and make the comparisons according to the events in the students' environments, tell the stories to bring out the expected characters, express the character values through discussion, role play about various activities, media use, learning tools and resources in accordance with the subject materials.

Activities that are no less important in the character education implementation in the learning process are teachers as role models for their students. Ethical deviation by the teachers can create greater problems when the teachers are considered as educators and role models by the students and the public or society (Calabrese & Roberts, 2002).

The teachers develop various learning process according to the subject materials so that students are more active. The teachers suggest that learning is developed to provide opportunities for the students to internalize the character values and to show them in the students' behavior. Agung (2018) concludes that: "The lesson is expected to be a tool and opportunity for

students to develop various good characteristics such as religious, honest, integrated, tolerant, disciplined, independent, hard worker, creative, patriotic, and friendly qualities."

The observation results show that the strengthening of the character education is done by the teachers in the learning process, for example before starting learning, the teachers together with students pray to be grateful for the health given by God to give the religious character. Besides, the teachers motivate the students by telling the heroes' struggle in fighting for Indonesian independence to embed the nationalism value. The teachers also give the assignments to the students in groups to get the cooperative character. In addition, the teachers ask the students individually to capture the independent character. The teachers conducts tests and asks students not to cheat other students to get the value of the integrity character.

The teachers argue that the values of the main characters raised in a subject material are applied repeatedly to the next material. This is done so that the main character values can become a habit that is carried out by the students in order to become a culture. Ferdiawan and Putra (2013) state that one of the ways that can be used to form the basic character is the approach of cultural values, because cultural values are always attached to humans whenever and wherever they are.

The strengthening of the class-based character values that are implemented include religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, patriotism, respect for achievement, communicative, peaceful, love reading, environmental care, social care, and responsible values. The researchers' observations show that teachers more often emphasize the religious character. This can be seen when whatever is conveyed by the teachers or activities carried out in the classroom, the teachers always connect with the values of the Islamic religion. The teachers argue that the emphasis on the religious value in the learning process is also in accordance with the implementation of education in Aceh which is based on Islamic law.

Strengthening the character education that makes Islamic values as the main character can be done with a comprehensive approach, namely educating and developing the students' characters by giving knowledge, supporting environmental conditions and providing opportunities to practice and shape the students' characters (Izfanna, & Hisyam, 2012).

4. CONCLUSIONS

Indonesia as a multicultural nation is committed to create the national character development as an important and inseparable part of the national development. Education

has an important role in the national character development. Strengthening class-based character education is one of the focuses of the character education approach in the implementation of the 2013 Curriculum. The character education implementation in the classroom learning process has not run optimally. Every teacher must prepare the *RPP* according to their respective subjects and implement learning based on the *RPP*. Strengthening the religious, nationalism, independent, cooperative and integrity values are the values of the main characters developed in the learning process in accordance with the characteristics of the subject materials. The importance of the character education in the learning process is as a way to build the character of the nation and equip the students as the golden generation in 2045.

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