Determining Factors of Success of Character Education Management and its Implementation Facing of the Era of Industrial Revolution 4.0:

An analysis at elementary school, Province of Bengkulu

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Abstract—**Character education has been carried out in elementary schools, both public and private. But in reality there are still many students who have less commendable characters. This condition is suspected to be less successful character education. There are a number of determinants of the success of character education. This study aims to analyze the determinants of successful management of character education and its implementation in the face of the 4.0 industry era in the elementary school of Bengkulu province. This research uses descriptive evaluative method. The study was conducted in primary schools in the province of Bengkulu. Data collection techniques with checklists, observations, documentation studies, and interviews. Data is analyzed inductively with "flow analysis". The results showed that character education in primary schools was managed less effectively and less in accordance with national education standards. There are a number of factors that determine the unsuccessful management of character education, including inappropriate education policies, lack of implementation in accordance with national education standards, implementing in schools lacking understanding of the essence of character education, lack of parental support, lack of strict supervision systems, and sustainability disconnected character education. This condition weakens the character for future generations to realize the industrial era 4.0.**

Keywords—character educational management; industrial revolution 4.0

I. INTRODUCTION

Schools in Indonesia have long applied character education. Character education is not a new policy. Character education in the colonial era has been applied in hermitage, Pesantren, seminaries, and other educational institutions. In the era before independence, character education was built to raise national values, such as the education of Nahdatul Ulama, Muhammadiah, Taman Siswa, and so on. In the era of independence, President Sukarno was also stabbed by the movement of "character building" to build this nation. In the New Order era, President Suharto had established the character policy of "Pancasila Education". In the reform era, President Jokowi also carried out the national movement "Strengthening Character Education" through Presidential Regulation No. 87 of 2017 concerning Strengthening Character Education (SCE) [1]. Thus historically character education is not something new at all.

The birth of the Presidential Regulation is based on the lack of successful management of character education in schools. Indeed, character education has been carried out at various levels of school, from early school, elementary school, high school, to college. Students have obtained 16 to 20 years of character education. Even so, in reality it still produces graduates who have less commendable, evil, and harmful character to the nation and state [2,3]. Like the incident high school students persecuted their teacher to death, elementary students against his teacher, more than half of the regional leaders in Indonesia stumbled on corruption, the decline in courtesy values in the legislative circles, the decline in the value of hard work among civil servants, the attitude of intolerance among the public was higher , the spirit of nationality and keeping unity decreasing, decreasing community discipline, the tendency of students and students who are less fond of reading, the tendency of people to consume drugs and Indonesia are in emergency narcotics, lack of achievement and competitiveness, and so on. This fact is really concerning. Especially in the framework of facing the 4.0 industrial era which is full of competition and challenges.

Failure to carry out character education can be caused by various factors. Child behavior depends on the pattern of life and the character of the surrounding community. The contributing factor is that the enforced value system is less strict, supervision and sanctions are less effective, the development of the pattern of life continues to shift, and the administration of education is not right. This condition can affect the child's character.

Planting character education comes from the education system. Education in Indonesia is a shared responsibility between family, community and government (Law No. 20 of 2003). This education system shows that the success of character education depends on the three regions. Schools as

one of the educational institutions are formal education providers. Similarly, educational institutions at the family and community level. Therefore, character education can be successful if the three institutions together in a synergistic and integrated character building. Character education in informal, non-formal and formal education becomes an inseparable unity. These three educational institutions become the backbone of determining the good and bad character of children in the future.

Human character is a combination of the formation of the surrounding living order. When a child is forged in an informal education institution, the elderly gives to the formal institution. Schools as formal education institutions are often accused of being the cause of unsuccessful character education. The character of children who are less commendable is often thought to be a mistake of the management of character education that goes well. Character education managed in schools is not in accordance with Government Regulation No. 19 of 2005 concerning National Education Standards (NES) [4]. Management of education is not in accordance with graduation standards, content standards, process standards, management, educators, facilities and infrastructure, financing, and assessment. Though the results of education can be achieved effectively, if managed in accordance with national standards that have been set [5]. This condition is one of the factors causing the failure of character education in schools.

Analysis of various scientific education journal shows indications of similarities in patterns of error in the administration of education. For example, Aswandi analyzed that character education experienced a setback due to differences in socio-political views, vision, philosophy, and pluralism about character education, so as not to obtain full agreement and various interpretations of implementation [2]. Berkowitz, Bier, and McCauley provide an explanation that character education that is less effective is caused by management of education that is not in accordance with the provisions [6]. Burton also emphasized that education or learning that is managed is not in accordance with nationally determined standards, the results are less effective [5]. Sasongko gives reasons that character education held in schools is formalistic, does not have a clear curriculum structure, and improper billing and evaluation system [7].

In addition to the above, Sasongko's studies at various levels of school in the province of Bengkulu provide an indication that character education is managed by schools only to fulfill policy [7]. Character education in schools is only to fulfill national policies that schools have implemented. The implementation is integrated in various school activities. There are no special subjects that educate child characters. There is no specific assessment that measures character ownership. Thus character education in schools is formalistic. Besides that, character education is thought to be less in accordance with national education standards. This has an impact on the results of education does not guarantee children have good character.

Schooling systems throughout the world start from education held in elementary schools. Primary school is an education that provides a foundation for further education [7]. Primary school position is a determining factor for the

formation of children's behavior in the future. In short, elementary school is the first and foremost formal education. Research on the management of character education in elementary schools is important to analyze. This is because it can be used as a basis for improvement and improvement for the implementation of character education at various levels of school in the future. Likewise, in order to deal with the 4.0 industry era, the management of character education can run well, so that humans in the future really have superior characters.

This research problem is "What factors determine the success of management of character education in elementary schools and how is their implementation in order to deal with the 4.0 industrial era? The problem of this research is divided into three sub-problems, namely: (1) is the management of character education in elementary schools effective?, (2) what factors determine the success of character education in primary schools? in elementary school facing the 4.0 industry era?

The purpose of this study was to evaluate the factors that determine the successful management of character education in elementary school and its implementation in order to deal with the industrial era 4.0. The specific objectives of this study are to: (1) evaluate the effectiveness of the management of character education in elementary schools, (2) describe the factors that determine the success of character education in elementary schools, and (3) describe the strategies for implementing the management of character education in elementary schools facing the industrial era 4.0.

The benefit of this study is that it can be used as input for improving and enhancing the management policy of character education in elementary schools, improving the performance of school management, improving the role of teachers and principals in conducting character education, improving the character of students in primary schools, and improving management of education in various sectors of life.

II. METHOD

This research method uses evaluation studies with a qualitative descriptive approach. The study aims to evaluate the factors that determine the success of the management of character education in elementary schools which are presented in a narrative and contextual manner [8,9]. Evaluation with a countenance model with detailed descriptions and consideration of comparing the results of the policy implementation conditions, planning, implementing, and evaluating character education in elementary schools in terms of national education standards.

The research subjects consisted of principals, teachers, students, and alumni of Public Elementary Schools in the province of Bengkulu. Research subjects and respondents were selected purposively and snow ball sampling by considering the representation of educational institutions and the type of data collected [8].

Data collection techniques are carried out with checklists, observations, documentation studies, and interviews. Checklist is used to see the effectiveness of character education management from NSE size. Observation and documentation

studies are used to see evidence at school. The interview is used to obtain in-depth information about the management of character education and the factors that determine the level of success.

Data analysis was carried out evaluative with an inductive approach "flow analysis" [8,9]. Evaluative analysis is done by looking at the effectiveness of the management of character education seen from 8 national standards. Management of character education is said to be effective, if it complies with 8 national standards. Furthermore, to explain the factors that determine the level of success in the management of character education and to face the industry 4.0 era, in-depth data and information are processed, presented, examined and mixed into a meaningful unity of pattern. This pattern may be a new phenomenon, a new phenomenon, a new field theory (grounded theory), or a truly original thesis [9].

Techniques to improve data validity are done through check-ups (checking back to the respondent many times), triangulation (asking from various sources at least three sources), peer debriefing (reviewing data and information from peer respondents), negative case analysis (checking why obtained odd data), and audit trail (checking field records) [9]. Likewise, techniques are used to increase the credibility of research through objectivity tests (honesty of data and information collection), transferability (suitability and suitability of research results), dependability (impartiality of researchers), and auditability (checking of results) [9].

III. RESULT AND DISCUSSION

A. Results

Primary schools in Bengkulu province in general have implemented character education according to government policy. None of the schools did not carry out character education. All primary schools have implemented character education in intracurricular, co-curricular and extracurricular activities. Character education in intra-curricular activities is integrated in daily learning. The intra-curricular activities are strengthened by the co-curricular activities used for deepening the material. While the implementation of extracurricular activities is carried out through various activities, such as obliged scouts, youth red bars, religious activities, sports, arts, and specialization of activities that students like.

A description of the management policy of character education in elementary schools, generally schools have implemented government policies well. All schools have carried out character education according to their respective abilities. Thus, between one school and another, the quality is different. Principals and teachers generally try to translate government policies in the form of programs. Implementation tends to be of a "formality" which is important to carry out and have an activity program, without seeing the quality elements that are in accordance with the eight NSEs. Character education implementation is not in accordance with graduate competency standards (because there are no graduation standards), content standards (there are no character-specific material implanted), process standards (not using affective learning methods), standards of educators (teachers not trained

and lack of understanding in instill character), standard facilities and infrastructure (not provided specifically), standard financing (no fees), management standards (no learning guide), and assessment standards (no student character assessment). This condition gives an indication that character education at school less effective. According to the school principal and teacher because of the absence of independent subjects, as with other subjects in school. This condition weakens the assessment of mastery and ownership of the character of students. Planting the character of students in schools is also less accompanied by coaching in the family environment. This disconnected education is also the cause of the complexity of character education.

In the planning section of character education is reflected in the program of learning and extra-curricular activities. Character education is contained in school curricula that include subject matter, local content, self-development, life skills, and so on. The entire school curriculum, both those using EULC (Education Unit Level Curriculum) and C-13 (2013 Curriculum) contains character education whose activities include face to face, structured activities, and independent activities. In the learning activities the teacher prepares an RPP (Learning Implementation Plan) which contains Competency Standards (CS) and Basic Competencies (BC) which according to the principal and teacher all describe the character competencies of students. However, the character passing standard is not specified. The study of learning planning both in CS and BC contains intelligence, knowledge, personality, noble character, and life skills. The contents of other characters are less detailed and are not explained in detail in planning learning. Likewise, with co and extracurricular activity programs. Even though the principal has said that character education has been programmed, in co and extra-curricular activities it does not appear in the activity document. Activities that appear are only types of extracurricular activities such as scouts, various types of sports, arts, and religious activities. Thus in terms of national standards, character education planning has not fully followed the graduation standards and content standards.

The implementation of character education is carried out in intra-curricular, co-and extra-curricular activities. In intra-curricular activities illustrated in learning activities that tend to only transfer subject matter. Students who violate activities are usually given advice only. This is where the character is implanted less deeply. Character is not specifically developed for students, but is integrated into subjects. Likewise, in the implementation of co and extracurricular activities. All teachers mentioned that all learning, co-curricular and extra-curricular activities were carried out within the framework of character education. When viewed in terms of process standards, the implementation of subject learning has been carried out. But the characters that are implanted do not use affective methods that specifically teach characters. Learning that instills character is not deeply touched and internalized by students. Subject teachers and extra-curricular teachers are more likely to prioritize as long as they carry out their tasks and are less concerned about the achievement of student character. This condition means that the implementation of

character education is not in accordance with the process and management standards.

Evaluation of character education is less carried out specifically to assess children's character one by one. Child characters such as discipline are not specifically educated, as are other characters. The teacher emphasizes evaluating mastery of subject matter rather than assessing the character of the child. But according to the teacher's acknowledgment, the child's value in a subject describes the overall potential of the child, including the character. Analysis in terms of assessment standards, evaluation of character education has not fully followed the national standards set. Such as not following procedures, types, and assessment tools that are truly capable of describing the ownership of a child's character. Assessment is only done to measure children's ability to fulfill learning completeness. For example, a child gets a grade of 80, meaning that he has fulfilled the mastery of learning from a particular subject and includes ownership of the child's character. But when asked the teacher, does the 70 value guarantee that the child has a good character? They generally answer "yes". However, this agreement is not accompanied by a serious expression. Such conditions mean that the assessment of character education is not in accordance with national standards of assessment.

Based on the description of planning, implementing, and evaluating the application of character education in elementary schools, it can be interpreted that the management of character education has not been fully effective. Management of character education in primary schools tends to be formalistic, lacks strong foundation in the school curriculum structure, and evaluation systems are less measurable.

Management of less effective character education has to do with other factors. This other factor is a determining factor that causes the management of character education to run less effectively. Some of these factors include: (1) inappropriate education policies, (2) implementation is not in accordance with national education standards, (3) implementers in schools do not understand the essence of character education, (4) lack of parental support, (5) the supervision system is less stringent, and (6) the continuation of disconnected character education.

Government policy regarding the implementation of character education is considered inappropriate. The government through the education office at the provincial and district / city levels has issued a policy on the implementation of character education. But it was less followed by the implementation socialization, technical guidelines for implementation in the field, application in the school curriculum structure, and simulation and practice for teachers in realizing character education. In addition to this, the management of character education is less dissertated with the quality base of national education standards. Character education in schools is not supported by the completeness of graduate competency standards, content standards, process standards, facilities and infrastructure standards, teacher standards and support staff, financing standards, management standards, and assessment standards.

Principals and teachers generally lack understanding of the character education character. What is the essence, what is the

meaning, what is the purpose, what is the benefit, how is the application step in learning, how is the strategy, what is the material, how is the learning method, how are the facilities and resources, and how are the evaluations; average is poorly understood. The most important teacher teaches children according to the curriculum set by the school. Character education is considered to exist automatically in the subject matter. But when asked to show the details, the average teacher was unable to explain.

Another decisive factor is the support of parents and the community who are not fully supportive. Parents and the community do not have the size and technical guidance on how to support it. Parents and the community expect that children have good character. They apply character education through good behavior. In addition to this, another decisive factor is the lack of supervision of the management of character education in schools. Supervisors only provide guidance on subjects in the school curriculum structure. In addition, the control of the character of children in life in school and society cannot be implemented with a clear size and evaluation.

Management of character education also lacks a clear link with character education in the above schools and subordinates. Likewise, there is also a lack of links with character education in homes and communities. The absence of this link is the cause of the lack of continuity of character education with other educational institutions.

Implementation of the management of character education in elementary schools that are still not effective, is not ready to face the industrial era 4.0. Principals and teachers in primary schools in principle only carry out routines as in their respective roles and duties. Principals and teachers do not think about how to deal with the industrial era 4.0. This is because they have not had socialization, seminars or training. They generally do not understand how to design learning in the industry 4.0 era which is all digital, all-online, instant, and virtual.

B. Discussion

The results of the study show that the management of character education in the Bengkulu provincial elementary school has not been effective. This ineffectiveness includes the components of planning, implementing, and evaluating the application of character education. The management of character education in elementary schools tends to be formalistic, lacking strong foundations in the school curriculum structure, and a less measurable evaluation system. The measure of the effectiveness of character education in schools can be done by comparing eight national education standards with the actual implementation that occurs in schools. Through the process of comparing these two things can be found effectiveness [5,6]. National policies on the application of character education have been managed at various levels of school, including in elementary schools.

Management of character education that tends to be "formality", principals and teachers agree, if asked whether it is implemented or not, it will be answered. Schools generally do not care about the quality aspect of how students have character. Management of character education is analyzed from

SNP, so the implementation has not fully fulfilled the elements of graduate competency standards, content standards, process standards, standards of educators and education personnel, facilities and infrastructure standards, financing standards, management standards, and assessment standards. This condition shows that the management of character education in elementary schools has not been effective.

The ineffectiveness of the management of character education is actually almost the same as the findings of Marzuki, Murdiono, and Samsuri which show that character education in elementary and junior high schools in Yogjakarta has not been developed specifically in accordance with the provisions [10]. Aswandi's research results emphasize the character internalization through four stages, such as through understanding, habituation, exemplary, and integral learning; hence the management of character education in the Bengkulu provincial elementary school has not referred to this [2]. This fact according to Berkowitz, Bier, and McCauley character education has not provided useful value for students in the future [6].

Management of character education has been held in classroom learning activities supported by co-curricular and extra-curricular activities, not yet fully producing characters that are in line with national standards. The learning process tends to the achievement of teaching material and minimal learning completeness, without giving meaningful meaning. This condition is very easy for the teacher to do rather than develop and assess in detail and comprehensively about the character of students. Management of character education is actually a dilemma for principals and teachers [10-12].

The Government has issued Government Regulation No. 19 of 2005 concerning National Education Standards which were later revised through Government Regulation No. 32 of 2013 concerning Amendments to Government Regulation No. 19 of 2005 concerning National Education Standards has the planning, implementation and supervision of education in order to realize a quality national education [13]. But the implementation is not yet optimal. As a follow up, Presidential Regulation No. 87 of 2017 concerning Strengthening Character Education. The regulation is aimed at realizing a strong civilized nation with religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, patriotism, respect for achievement, communicative, peaceful love, likes reading, caring for the environment, caring socially, and being responsible. Strengthening is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of the process of heart, taste, thought processing, and sports with involvement and collaboration between education units, families, and communities. The implementation of Strengthening Character Education in the formal education pathway is carried out in an integrated manner in intracurricular, co-curricular and extracurricular activities carried out inside and or outside the institution. This regulation is policy.

Organizing strengthening is carried out in intracurricular activities to strengthen character values carried out through strengthening learning materials, learning methods in accordance with the curriculum content. Strengthening activities in the kokurikuler are carried out through deepening and or enriching intracurricular activities in accordance with curriculum content. Strengthening activities in extracurricular activities are carried out through hybrid activities, scientific work, talent training, and religious activities.

Management of character education in primary schools is not in accordance with government policies as above; it should be done in an integrated manner, both at school, community, and in the family. Family is the first and foremost education in character education [6]. In this connection, the management of character education should be carried out jointly between school, family and society [14,15].

The management of character education that does not have a clear program structure in the school curriculum makes it difficult to assess learning outcomes. The absence of independent character education subjects leads to a lack of value for the character of students [16]. This condition is a cause for students not to display commendable characters. Besides this, students tend to underestimate and neglect the noble character values in accordance with the expectations of society and government [7].

The results showed that the management of character education was less effective due to other factors. Other factors include: (1) inappropriate education policies, (2) implementation is not in accordance with national education standards, (3) implementers in schools do not understand the essence of character education, (4) lack of parental support, (4) the supervision system is less stringent, and (5) the continuation of disconnected character education. This condition is reasonable [17]. According to Nucci many factors influence the management of character education in class [18]. Besides that, character education in its implementation in the classroom requires the care of all parties [19,20].

Implementation of the management of character education in elementary schools that are still not effective, is not ready to face the industrial era 4.0. Principals and teachers in primary schools in principle only carry out routines as in their respective roles and duties. Principals and teachers do not think about how to deal with the industrial era 4.0. This is because they have not had socialization, seminars or training. They generally do not understand how to design learning in the industry 4.0 era which is all digital, all-online, instant, and virtual. Such an atmosphere will weaken the management of character education itself [20]. This is not ready to face a challenging future.

IV. CONCLUSIONS

The conclusions of the research show that the management of character education in elementary schools in the province of Bengkulu has not been effective. The contributing factors include: (1) inappropriate education policy, (2) implementation is not in accordance with national education standards, (3) implementers in schools do not understand the essence of character education, (4) lack of parental and community support, (4) the supervision system is less stringent, and (5) the sustainability of character education is less connected with the

education system in other institutions. Character education is a formality.

Management of character education in elementary schools that are still not effective, is a cause not ready to face the industrial era 4.0. Principals and teachers in primary schools in principle only carry out routines as in their respective roles and duties. Principals and teachers do not think about how to deal with the industrial era 4.0. This is because they have not had socialization, seminars or training. They generally do not understand how to design learning in the industry 4.0 era which is all digital, all-online, instant, and virtual. Suggestions to the heads of local education offices and principals to be able to issue management policies for structured character education into subjects that are in line with national standards. Teachers need to be given socialization about the implementation of character education to face the industrial era 4.0

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