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## Character education management in public junior high school 14 Manado, Indonesia

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### Abstract

Good character education management needs to be developed based on the principles of character education, in implementing character education strategies that must be designed systematically, both concerning learning interactions, classroom management, utilization of character education resources, and assessment of character education. Therefore we need adequate knowledge and skills in character education management procedures for the related components. The problem still appears in the character education process in junior high school 14 Manado is that character education management has not yet been implemented. It can be seen from the not yet implemented character education planning procedures, procedures for implementing character education and character education evaluation procedures. This research will use a qualitative approach. A qualitative approach is a process of research and understanding based on methodologies that investigate social phenomena and human problems. This research was conducted at SMP Negeri 14 Manado. Based on the results of research and discussion the researchers concluded as follows: 1. The procedure of character education planning in SMP Negeri 14 Manado starts by forming a material compilation team, forming a formulation team, plotting the results of the formulation from the formulation team then determining the results of the formulation produced. 2. The procedure of implementing character education in Manado 14 Public Middle School with the stages of socializing implementation activities, carrying out training for character education teachers, carrying out special mentoring and carrying out all that has been determined in the implementation stage. 3. Character education evaluation procedures at SMP Negeri 14 Manado through the stage of forming an evaluation team, distributing instruments to be filled by character education teachers, then the evaluation team goes to the field and after that analyzes the data obtained and finally conveys the results obtained by the evaluation team.

**Keywords:** Character, education, management

### 1. Introduction

This character strengthening education is an entry point to make a comprehensive improvement to education. Character building education does not change the structure of the curriculum but strengthens the 2013 curriculum which already includes character education. In its application, there was a slight modification of intracurricular to be more content of character education. Activities in character education in which there are curricular and extracurricular activities, integrate the three activities so as to foster character and strengthen the positive character of students.

Strengthening character education encourages the synergy of three education centers, namely schools, families (parents) and communities (communities) in order to form an educational ecosystem. Some time ago these three education centers seemed to be running on their own, even though these three education centers were synergized and would be able to produce something extraordinary for character education. All that depends on a system in management must be strong. Where the school, in which there are students, teachers, principals and all elements in the school is central in education and the surrounding environment can be optimized to become learning resources.

Based on article 15 of Government Regulation Number 19 of 2017, teachers must be responsible for the development of their students, so that the fulfillment of teacher workload can be obtained from the equivalent workload of additional tasks. Other activities outside the classroom related to learning can also be converted to face-to-face hours. Teachers no longer need to look for additional hours of teaching outside of school to meet the teaching workload.

Thus in addition to teacher competency, a teacher must have character education management which is the core of the implementation of character education management.

Good character education management needs to be developed based on the principles of character education, in implementing character education strategies that must be designed systematically, both concerning learning interactions, classroom management, utilization of character education resources, and assessment of character education. Therefore we need adequate knowledge and skills in character education management procedures for the related components. So that the character education management procedures that have been formed will automatically achieve the objectives as expected. The problem still appears in the character education process in SMP Negeri 14 Manado is that character education management has not yet been implemented. It can be seen from the not yet implemented character education planning procedures, procedures for implementing character education and character education evaluation procedures.

The purpose of this study is to obtain analysis results and descriptions of:

1. Character education planning procedure in Manado 14 Public Middle School.
2. The procedure for implementing character education in Manado 14 Public Middle School.
3. Procedure for evaluating character education at SMP Negeri 14 Manado.

## 2. Literature Review

Management is translated from English "management". Etymologically derived from Latin, "manager" which morphologically consists of two words "manus" which means hand and "ager" which means to do (Kambey, 2006; 1). Understanding of management by experts is given a different definition. In the opinion of George Terry (2013) <sup>[16]</sup> that "the achievement of a predetermined goal through the efforts of others". According to Sanches (in Kambey, 2003; 2) <sup>[17]</sup> that management is a process of human development. "To manage" which means managing, managing, driving, controlling, handling, managing, organizing, running, implementing and leading. The word management comes from the Latin "Mano" which means hands then becomes "Manus" which means many times.

The definition of management by experts is given a different definition. French intellectual Pierre Bourdieu (in George Terry; 2013) <sup>[10]</sup> sees management as a Social Field, a specific socio-cultural arena where certain actors play in creating social construction and transformation. Management is not just a process of doing something but as an art. Mary Parker Follet (in Sule and Saefullah, 2010: 5) <sup>[36]</sup> asserts that "management is the art of getting things done through people" which means that management is the art of getting things done through other people. Management as a process or art is always focused on a goal to be achieved and through certain stages, namely planning, organizing, directing and controlling.

This is confirmed by the statement of Nickles *et al.* (in Sule and Saefullah, 2010: 6) <sup>[36]</sup>. They mention management's understanding as "The process used to accomplish organizational goals through planning, organizing, directing and controlling people and other organizational goals" means that management is a process carried out to realize organizational goals through a series of activities in the form

of planning, organizing, directing and controlling people and other organizational resources. Management according to George Terry (in Indrajit and Djokopranoto, 2011: 315) <sup>[14]</sup> namely "Management is a distinct process consisting of planning, organizing, acting, and controlling performed to determine and accomplished stated objectives by the use of human beings and others resources", management is a process of planning, organizing, implementing and controlling through people or other resources to achieve goals. The process put forward by Gerry Terry is what is known by the abbreviation POAC (Planning, Organizing, Actuating, Controlling).

Banghart and Trull (in Sagala, 2010: 56) <sup>[30]</sup> stated: "Educational planning is the first of all national processes". This means that educational planning is the earliest step of all rational processes. In other words before carrying out other activities, the first step that should be made is planning. Stoner (in the Lecturer Team, 2011: 94) states that organizing is the process of employing two or more people to work together in a structured way to achieve specific goals or targets. Sule and Saefulla (2010: 8) provide an explanation that directing (actuating) is the process of implementing the program so that it can be carried out by all parties in the organization and the process of motivating so that all parties can be responsible with full awareness and high productivity. Sagala (2010: 65) <sup>[30]</sup> emphasizes that supervision is one of the activities to find out the realization of personal school behavior and whether the level of attainment of educational goals is as desired, then from the results of supervision whether an improvement is made.

Haedar (2013: 10) <sup>[13]</sup> states that the character is linguistically, psychologically or morally that distinguishes one person from another, character or character. The word character is taken from English character which means character, character, role, letter while characteristic means characteristic. It can be understood that character is a trait carried by someone who distinguishes it from others. The Ministry of National Education Curriculum Center (2011) provides character definitions which are the character, character, character or personality of a person formed from the internalization of various policies (virtues) that are believed and used as a basis for perspective, thinking, acting and acting. Anas Salehudin (2013: 41) <sup>[2]</sup> states that the characters are typical good values (know the value of goodness, willing to do good, have a real good life and have a good impact on the environment) that is engraved in themselves and manifested in daily behavior. Character education is character education plus which involves aspects of knowledge (cognitive), feelings (feeling) and action (action). According to Thomas Lickona, without these three aspects character education will not be effective (Azzet, 2011: 27) <sup>[3]</sup>.

Piaget (Azwar: 2011) <sup>[4]</sup>, at the beginning of his observations of the cognitive development of children in 1932 began to examine the problem of moral development. And based on his observations on a number of children aged 4-12 years, Piaget concluded that the ability to understand moral issues such as lying, theft, Punishment and justice takes place based on stages. Piaget divided it into three stages. That stage is the first stage at the age of 4-7 years referred to as heteronomous morality, the second stage at 7-10 years is called the transition and the third stage at the age of 10 years is called autonomous morality. (Pranoto, 2011: 2) <sup>[27]</sup>. The process of moral development of children presented by

Piaget in accordance with the basic concepts of cognitive development. Children understand moral issues through a gradual process in accordance with social phenomena and the child's relationship with the environment.

Piaget's opinion about the process of child development is supported by Kohlberg. Kohlberg states that children's moral understanding is in the form of children's moral reasoning towards social phenomena that are always associated with social norms (Pranoto, 2011: 3) <sup>[27]</sup>. The concept of character education is a series of events (conditions, events and events) that are deliberately designed to influence learning so that the learning process can take place properly. Character education is not only limited to the activities carried out by teachers as well as the concept of teaching (Olivia, 1984: 64) <sup>[25]</sup>. Hamalik (2008) <sup>[11]</sup> argues that character education is a combination composed including human, material, facilities, equipment and procedures that influence each other in achieving character education goals. Understanding character education is an activity carried out by the teacher in such a way that the behavior of the students changes for the better. And based on learning theory, Nana Sudjana (2005: 70) <sup>[33]</sup> suggests several kinds of notions of character education, namely:

- a) Character education is an effort to organize the environment to create learning conditions for students.
- b) Character education is an effort to prepare students to become good citizens.
- c) Character education is a process of bringing students to face everyday society.

Character education management is the utilization of the ability and knowledge of teachers effectively and efficiently to achieve the goals of character education and the formation of new cognitive structures of students through teacher activities in managing the character education process in the classroom. In this case the inculcation of character values to students which includes components of awareness, understanding, concern and high commitment to carry out these values. Mulyasa's opinion (2018) <sup>[20]</sup> is understood as the teacher's ability to plan, implement and evaluate the character education process is largely determined by the personal quality of a teacher. In a negative condition, if the personal quality, knowledge and skills of a teacher are poor, it can be assumed that the process and learning outcomes of students are poor. So that it can be understood that character education is a necessity of the state and character education is the process of education itself. Which includes the teacher as a model of life for students. The essence of learning is an activity that expects changes in behavior in the individual who is learning (Diknas, 2006). From this concept came the term character education.

Character education management is the application of principles, concepts and theories of management in character education activities to achieve the goals of character education. To organize the implementation of character education effectively requires the management of character education. Character education which is managed with effective management is expected to develop the potential of students so that they have knowledge, skills, attitudes and values that are rooted in individual students. In the sense that the way teachers teach students in the learning process in order to obtain knowledge, skills and attitudes in

the classroom environment. This confirms that the notion of character education as an effort to connect old knowledge and new knowledge, in order to form the cognitive structure of new students by involving elements of human resources in character education management.

Creating and maintaining a learning atmosphere that supports the development of an academic atmosphere, helps students to be able to concentrate on their learning and to obtain maximum learning outcomes, which in turn attempts to create and maintain a more conducive learning atmosphere in the classroom. Thus the first task of the teacher is to create the best conditions so that students can learn well, feel comfortable, get something they want, are willing to open themselves and are free from feeling depressed. The second is conducting a good character education process. So that the expected results can be optimal which means that the intended character education process can achieve the stated goals.

### 3. Research Method

This research will use a qualitative approach. A qualitative approach is a process of research and understanding based on methodologies that investigate social phenomena and human problems. The essence of a qualitative approach is the data found to be natural, in accordance with the problems that actually occur. This is in line with Sugiyono (2011: 9) <sup>[34]</sup> that qualitative research is "to examine natural conditions, where the researcher is a key instrument, data collection techniques are carried out triangulated, that is, researchers use different data collection techniques to obtain data from different sources. similarly, data analysis is inductive based on the facts found and the results of research emphasize more on meaning than generalization ". This research was conducted at SMP Negeri 14 Manado, researchers chose this school as a place of research for the reasons: (a) This school is a school that has implemented a 2013 curriculum based on character education (b) This school is an adiwiyata school (c) education personnel and facilities and adequate supporting infrastructure (d) has good academic and non-academic achievements.

The form of data in this study will use data from the results of the character education process, and data sources from documents that are reports of study progress, observations, interview documents, and other physical documents. For interviews the source of the information was obtained from the Principal, Deputy Principal, Counseling Guidance teacher (BK), teachers and students. The process of collecting data in this qualitative research is the key is the researcher himself. Because it is a key instrument in observing, asking, understanding and analyzing everything that happens at the research site. In this study, researchers used supporting instruments, namely recorders and photo cameras. Moleong (2000: 35) <sup>[22]</sup> states that "every qualitative researcher needs to foster relationships with research subjects who are report cards, that is the relationship between researchers and subjects who have fused so as if there is no longer a dividing wall between the two". So researchers must be able to be directly involved in the context of the intended research. Then the researchers followed the steps as formulated by Nasution (1996) <sup>[24]</sup> namely: Observation, interview and documentation stages.

The process of data analysis carried out by researchers in this qualitative study according to Miles and Huberman (in Wahyuni, 2015: 74) is an absolute, because researchers act

as research instruments as well as data collectors. The advantage gained from the presence of researchers as instruments is that the subject is more responsive to the presence of researchers, researchers can adjust to the research settings, decisions related to research can be taken quickly and directed, as well as information can be obtained through the attitudes and ways of informants in providing information. Sugiyono (2011) <sup>[34]</sup> provides the opinion that qualitative researchers as human instruments function to determine the focus of research, select data source informants, collect data, assess data quality, analyze data, interpret data and make conclusions on its findings.

#### 4. Result and discussion

The vision of SMP Negeri 14 Manado is religious, cultured, intelligent and skilled. As well as the mission of SMP Negeri 14 Manado namely the Mission of SMP Negeri 14 Manado namely: 1. Forming school people who have faith, piety, noble character and noble character by developing religious attitudes and behavior both within the school and outside of school. 2. Develop a culture of fond of reading, curiosity, tolerance, cooperation, mutual respect, discipline, honesty, hard work, creative and innovative. 3. Increasing the value of intelligence, love of knowledge and curiosity of students in academic and non-academic fields. 4. Creating a learning atmosphere that is challenging, fun, communicative, without fear of being wrong and democratic. 5. Striving for the use of learning time, physical and human resources to provide the best results for the development of students. 6. Instilling social and environmental care, love for peace, love for the motherland, the spirit of nationalism and democratic life.

##### 4.1 Character education planning procedure

The procedure of character education planning is a very important thing in management, because of this process a document will be produced which will become a reference in the implementation of character education programs. This is supported by a statement from Handoko (in Farhurohman, 2017: 74) who considers that planning is very important in building a work system that leads to the achievement of organizational goals. There are three things that underlie the importance of planning, among others: 1) Planning provides a basic framework in all other forms of planning that must be taken; 2) Understanding of planning will facilitate understanding of other forms of planning; 3) Planning is a starting point for understanding and evaluating the activities of managers and organizations.

A similar view was expressed by Rowley *et al.* (in Farhurohman, 2017: 75) that planning is a formal process designed to assist an organization in maintaining an optimal position with various important elements of the environment. Furthermore Steiner (in Farhurohman, 2017: 75) explains that through the planning procedure an organization is equipped with a means that puts forward orientation to the future, uses a system of approaches, makes it possible to set goals and strategies, provides a general framework in terms of decisions and depends on performance measurement.

The character education planning procedure must be well-made, adjusting the 18 character values set by the Ministry of National Education adopted by Manado 14 Public Middle School to be embedded in every existing student, so that achievement will also be right on target. With stages:

forming a character education material drafting team that will be used, after that forming a formulation team tasked with formulating character education materials then agreeing on the results of the formulation by plotting the intended results and the final stage of the planning procedure is the determination of the results of the existing formulations.

Character education planning procedures with the right stages, will make every school member can work towards the same character values set by the Ministry of National Education and try to achieve the same goals so that high commitment to the school is built. Thus planning is a result-oriented process to be achieved within a certain period of time taking into account the potential, opportunities and obstacles that may arise

##### 4.2 Implementing character education procedure

The procedure of implementing character education at SMP Negeri 14 Manado with the stages of socializing to all relevant personnel so that one perception is then held training for character education teachers after that special guidance is carried out to sharpen the focus of each character education teacher available and the last to carry out character education at SMP Negeri 14 Manado.

Mulyasa (in Character Education Management 2018: 165) <sup>[20]</sup> said that character education can be carried out with a variety of models including models of habituation and example, disciplinary guidance, rewards and punishments, CTL (Contextual Teaching and Learning), role playing (Role Playing), and participatory learning, so when implementing character education there is no need for a difficult model but only by familiarizing the correct behavior or character and demonstrating easily the characters expected by the Ministry of National Education to be embedded in students.

SMP Negeri 14 Manado in implementing character education with the earliest model that is with habituation and exemplary as found when researchers carry out research. will be implemented when the implementation is implemented: analysis of dominant character problems (most occur) through data collection and tabulation of data, conceptualizing and designing a plan of character values that will be embedded through the identification of existing character education problems, determined goals to be achieved and targets and the target time to be achieved while designing appropriate character education.

##### 4.3 Character education evaluation procedures

Character education evaluation procedures at SMP Negeri 14 Manado with the stages of forming an evaluation team then distributing instruments to be filled in by teachers as data for character education evaluation after that the evaluation team goes to the field to observe existing and ongoing activities and collect instruments that have been filled by character education teachers. After that the evaluation team collected existing data and analyzed it and finally presented the results obtained at the meeting of the teacher and school principal. It can be seen that it has been implemented to the maximum it can be seen from the evaluation report of each student at the end of the semester because attitude assessment is included in the final semester assessment when the curriculum is in the 2013 curriculum. The 2013 curriculum provides a division in attitude assessment including: Spiritual Attitudes and Social

Attitudes. Where the spiritual attitude is the relationship of students who are valued by God as the creator while the value of social attitudes is the relationship between students and others.

The integration of character education into all subjects makes it easy for teachers as assessors because automatically all teachers will collaborate to give input to each other and also rebuttal for all students. In evaluating character education that must be carried out at Manado 14 Public Middle School are: Planning through simulations in this case the inculcation of character values is tested while evaluating the time span needed to embed one character value in students while evaluating proper planning and selection. Because it is different between one student and other students.

## 5. Conclusion

Based on the results of research and discussion the researchers concluded as follows:

1. The procedure of character education planning in SMP Negeri 14 Manado starts by forming a material compilation team, forming a formulation team, plotting the results of the formulation from the formulation team then determining the results of the formulation produced.
2. The procedure of implementing character education in Manado 14 Public Middle School with the stages of socializing implementation activities, carrying out training for character education teachers, carrying out special mentoring and carrying out all that has been determined in the implementation stage.
3. Character education evaluation procedures at SMP Negeri 14 Manado through the stage of forming an evaluation team, distributing instruments to be filled by character education teachers, then the evaluation team goes to the field and after that analyzes the data obtained and finally conveys the results obtained by the evaluation team.

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