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## Character education management at lokon santo Nikolaus junior high school, tomohon city north Sulawesi, Indonesia

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### Abstract

This study aims to analyze and describe the problems regarding the planning, implementation and evaluation of character education at Santo Nikolaus Tomohon junior high school. This study uses a qualitative approach with interview, observation, and documentation methods. The research subjects consisted of a leader of the foundation, a director of the educational section, a principal, a vice principal of curriculum, a vice principal of student affairs, a school principal of a library, a counseling teacher, a representative of subject teachers, a head of a dormitory, a student representative, and a parent representative. The results of this study appear in three main conclusions: (1) Planning for character education at Lokon junior high school is integrated into learning, school management, and student development activities. In the preparation of the program the School Committee as a stakeholder is not involved according to the applicable regulations (2) The implementation of character education at Lokon junior high school is integrated into learning, school management, and student development activities. (3) Evaluation of character education at Lokon junior high school is integrated into learning, school management, student development activities. From the results of this study it is recommended that schools: (1). remain consistent in planning character education, remain adaptive and innovative, function the School Committee according to applicable regulations, take advantage of school facilities to achieve common goals (2) maintain school resource management which is generally good and solid as Team Work, (3) continue implement and develop school success from various aspects so that the Grand Design Character Building can be realized.

**Keywords:** Management, character education, character education management

### 1. Introduction

Education is one aspect that plays an important role in the civilization of a nation. Education is also part of the determining factors for the nation's progress. The existence of education and the progress of the nation are interrelated and cannot be separated. That's why essentially the progress of a nation is never separated from the role of education. This is one of the fundamental demands mandated by the state constitution, namely the 1945 Constitution of the Republic of Indonesia. As contained in the 1945 Constitution of the Republic of Indonesia paragraph IV, it is stated that the objectives of national development include the intellectual life of the nation. Achieving these goals requires serious efforts from various components for the progress of the nation and state in all aspects of life including education. Likewise in Law Number 20 of 2003 concerning the National Education System, in Chapter I article 1, it is explained that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that the potential of students develop. This potential includes aspects of religious spirituality, self-control, personality, intelligence and noble character as well as the skills needed for both himself, the people of the nation and the state. Also, in Government Regulation Number 17 of 2010 concerning Management of Education Implementation in article 17 paragraph 3, it is stated that basic education, including junior high schools, aims to build a foundation for the development of the potential of students to become human beings who believe and fear God Almighty, have noble character, and have a personality. noble, knowledgeable, capable, critical, creative, innovative, healthy, independent and confident, tolerant, socially sensitive, democratic, responsible. This means that education is comprehensive, which emphasizes all aspects of students, both personal / emotional, social and intellectual.

Education is expected to be able to prepare highly competent human resources who are ready to compete in this globalization era.

One of the development directions is the consolidation of national identity. This explicitly shows the efforts to build the character of the nation. It is said that the national identity must contain characters that demand universal values. So, character education is a fundamental need for the Indonesian nation and state. This is also confirmed in Government Regulation Number 87 of 2017 concerning strengthening character education. The basis for consideration is Indonesia as a country that upholds noble morals, noble values, wisdom and character. This is manifested through strengthening religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, communicative, peace-loving, fond of reading, caring for the environment, caring socially and take responsibility. Strengthening character education is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, feeling, thought and sports with the support of various parties as part of the national mental revolution movement.

The urgency of implementing character education is driven by the current situation and condition which is characterized by a degradation of the values of life. There are so many aberrations of behavior from existing cultural values and social rules, for example, consumeristic, hedonistic, instantaneous and fun-filled life styles. The social situation is also characterized by complex problems in the form of juvenile delinquency, which is a behavior carried out by adolescents by ignoring social values that apply in society (Lickona, 2012: 4) <sup>[13]</sup>. In addition, there is also anarchic behavior, corruption, brawls between citizens, environmental damage and so on which are contrary to the vision and mission of education in shaping Indonesian people with noble characters as aspired to in the goals of national education (Mustakim, 2011) <sup>[16]</sup>. Not to mention the use of illegal drugs such as drugs, free sex, skipping school, smoking at school, watching pornographic films, carrying sharp weapons, drinking alcohol, being difficult to control, dishonest behavior, cheating and so on (Koesoema, 2015b) <sup>[11]</sup>. These phenomena at least show how apprehensive the character development of the younger generation of Indonesians is today. Challenges for various parties, including the government, educational institutions including teachers and parents, are to find effective solutions to help adolescents become individuals of character, both in the family, school and community environment. It cannot be denied that the big responsibility to help face this problem is generally delegated to formal institutions, namely schools. For this reason, a systematic, integral and holistic integrated education management system is needed in order to develop and improve human resources so that they have a cultured and educated character. The educational model that must be developed in this system is a character education model that is able to develop comprehensive access to education and focuses on the quality of educational output that not only prioritizes cognitive quality but also individual personal excellence. In this context, the Ministry of National Education (2010) has issued a book on character education guidelines for junior high schools. The book explains character education in its integrated implementation in

subjects, school management and student development. It is hoped that schools can implement it in improving the quality of education.

Lokon Santo Nikolaus junior high school Tomohon is one of the schools that is committed to implementing character education through various school activities, both in the learning process, school management and habituation. The goal is that students have good character. Various efforts have been made so that character values are not only limited to the level of understanding the concept but include the whole personality of the students. In learning, students are taught about the values of life and how to implement them in everyday life.

There is also a wide variety of student activities both inside and outside of school. This school has achieved both academic and non-academic achievements at the national and international levels. Teacher and student coaching activities take place programmatically. In addition, there are human resource development activities facilitated by the Lokon Education Foundation by bringing in resource persons from outside the school. The public interest is so great to send their children to this school, not only around North Sulawesi Province but also from outside the Province. They also apply a life-based curriculum with the motto: Virtus, Veritas, Fides (Virtue, Truth, Faith). This motto must be understood and implemented by all units in the school. In this school it is also rare to hear of legal problems in the form of criminal acts that have occurred.

However, based on the observations of researchers and information from several teachers in this school, the implementation of the idealism of character education as a whole has not been fully implemented. In reality, the concept of character education is always socialized but there are still students and even teachers late, students do not do homework, do not submit assignments on time, do not use complete uniforms, do not attend extracurricular activities. Based on these preliminary observations and information, the researcher is interested in exploring how the management of character education at Lokon St. Nikolaus junior high school Tomohon.

### **1.1 From the description above, the research objectives to be achieved are to analyze and describe in detail and clearly**

1. Planning for character education at Lokon Santo Nikolaus Tomohon Junior High School
2. Implementation of character education at Lokon Santo Nikolaus Tomohon Junior High School
3. Evaluation of character education at Lokon Santo Nikolaus Tomohon Junior High School

## **2. Literature review**

### **2.1 Education management**

Education is all learning experiences that take place in all environments and throughout life. Education is all life situations that affect individual growth and development (Supriadi, 2018: 10) <sup>[28]</sup>. Education is a continuous process that leads humans towards maturity, namely in the sense of the ability to acquire knowledge (knowledge acquisition), develop skills / skills (skills developments) change attitudes (attitude of change) and the ability to direct oneself, both in the field of knowledge and skills. as well as in interpreting the maturation process itself and the ability to judge. The entire educational process is a guidance towards independence in social life. (Hermino, 2017: 4) <sup>[3]</sup>.

Educational management is the process of implementing educational tasks by efficiently utilizing all sources to achieve goals effectively. (UPI Education Administration Lecturer Team, 2017: 87) This is in line with the thoughts of Budiwibowo and Sudarmiani (2018: 4)<sup>[2]</sup> who say education management is an activity that utilizes various resources and strives to achieve certain goals. Likewise, what was stated by Mulyani A. Nurhadi (in Arikunto and Yuliana 2019: 6)<sup>[1]</sup> education management is:

An activity or a series of activities in the form of a cooperative business management process for a group of people who are members of an educational organization to achieve predetermined educational goals to be effective and efficient.

## 2.2 Character Building

Character is a characteristic of a person or group of people who contain values of ability, moral capacity and courage in facing difficulties and challenges (Mulyasa, 2018: 235)<sup>[15]</sup>. Mounier (in Koesoema, 2015: 55)<sup>[10]</sup> proposes two ways of interpretation to explain character. He sees character as two things. The first is a set of conditions that have been given for granted, or have just existed, which are more or less imposed on us. Such a character is considered as something that already exists from its *sono* (given). Second, character can also be understood as the level of strength through which an individual is able to master these conditions. This character is called a *willed process*. For Albertus (in Koesoema, 2015b: 56)<sup>[11]</sup> character is a dynamic condition of an individual's anthropological structure, which does not want to just stop on natural determination, but also an attempt to live more integrally overcoming natural determinations in him for the process of continuous self-improvement. As a dynamic condition, it is not a finished product, not an attachment or addition in humans. It is a process, as well as a result, which continues towards perfection.

Character education aims to shape individuals to become agents of change for themselves and their communities in the light of virtue behavior praxis (Koesoema, 2015: 20)<sup>[10]</sup>. For Mulyasa (2018: 9)<sup>[15]</sup> the purpose of character education is to improve the quality of educational processes and outcomes that lead to the formation of the character and noble character of students as a whole, integrated, balanced, in accordance with the competency standards of graduates in each educational unit. So, through character education students are expected to be able to independently increase and use their knowledge, study and internalize and personalize the values of character and noble morals so that they are manifested in daily behavior.

The social situation marked by the deterioration of the character of the next generation spurs all components of the nation to strive to find accurate strategies for the advancement of the nation. The emerging phenomena are based on existing data, including data from the Central Statistics Agency. From these data, it raises concerns over various crimes that have occurred in Indonesia. Not to mention what happened in the world of education. In this situation character education really needs attention. The government with various efforts to find solutions to overcome this problem, among others, through various regulations issued to be implemented by related parties with the aim of shaping the character of the nation and state. Educational institutions are also empowered for this

purpose, so it is said that character education is an essential part of schools as formal institutions (Julistiaty, 2018)<sup>[4]</sup>.

## 2.3 Character education at junior high school

Ministry of Education National Republic of Indonesia Emendiknas (2010: 16-19) emphasized in the regulation of the minister of national education number 23 of 2006 concerning competency standards for junior high school graduates there are 20 main character values that junior high school students need to have, namely: First, character values in relation to God (Religious) Second, character values in relation to oneself: Honest, responsible, healthy lifestyle, disciplined, hard work, confident, entrepreneurial, logical, critical, creative, and innovative, independent, curious, love science. Third, character values in relation to others, namely being aware of the rights and obligations of oneself and others, obeying social rules, respecting the work and achievements of others, being polite, democratic. The four-character values in relation to the environment. Fifth, national values include nationalist values and respect for diversity.

Regarding the meaning of character values, Mustari (2014)<sup>[17]</sup> in his book *Reflection Character Values for Education* describes in detail what is meant by each character value whether religious, honest, responsible and so on. This temporary character development is realized in religious lessons, civics lessons, or other subjects, whose main program tends to recognize values in a cognitive manner, and deep down to an affective appreciation of values. According to Mochtar Buchori (in the Ministry of National Education, 2010: 22) character development should lead students to cognitive value recognition, affective appreciation of values, finally to real value practice. In order to get to praxis, there is one very important inner event that must occur in the child, namely the emergence of a very strong desire (determination) to practice values.

In describing integrated character education through school management, the Ministry of National Education (2010: 25) mentions the view of the notion of management according to H. Koontz & O'Donnell, it is said that management is related to the achievement of a goal that is carried out through and with other people. Almost in line with this opinion, Siregar (in the Ministry of National Education, 2010: 25) states that management is a differentiating process of planning, organizing, mobilizing implementation and control, by utilizing science and art, so that the stated goals can be achieved. Management is also defined as a group of people who have common goals and work together to achieve predetermined goals. Management implies the use of resources to achieve goals. Resources are the elements in management, namely humans, materials, machines, methods, money, information. Resources are limited, so the manager's job is to manage limited resources efficiently and effectively so that goals are achieved.

## 2.4 Management of character education at junior high school

Integrated character education through learning activities at the planning stage must pay attention to the composition of the syllabus, lesson plans and teaching materials. All three are designed so that the content and learning activities facilitate / have character education insight. You do this by adapting the syllabus, lesson plans and teaching materials that have been made / existing by adding / adapting learning

activities that facilitate the recognition of values, recognizing the importance of values and internalizing values (Kemendiknas, 2010: 45). Learning activities are explicitly or implicitly formed from six components, namely objectives, input, activities, settings, the role of the teacher and the role of students.

Planning for character education that is integrated into school management needs to pay attention to the preparation of school program plans. According to Koesoema (2015b: 105-153) <sup>[11]</sup> The design or planning of character education in schools can be designed in three bases, namely class-based, school-based and community-based character education. The implementation or implementation of character building that is integrated with school management is manifested in school management activities in accordance with the rules of National Education Standards such as management of: students, school regulations / regulations, human resources, facilities and infrastructure, finance, libraries, learning, assessment and information as well as other management. (Ministry of National Education 2010: 73).

Schools are expected to be able to plan, carry out activities and evaluate educational components which contain integrated character values (Kemendiknas 2010: 71). While applying the principles of clarity of duties and accountability, division of labor based on the right man on the right place, unity of policy direction, orderliness, discipline, fairness, initiative, a spirit of togetherness, synergy and sincerity. The successful implementation of character education in schools cannot be separated from the role of parents and school committees in supporting the program being implemented. Schools need to establish collaborative relationships in order to get support. Schools may not be able to carry out the programmed activities

themselves, so it is necessary to find solutions and solutions with the school committee. (Ministry of Education, 2010: 75)

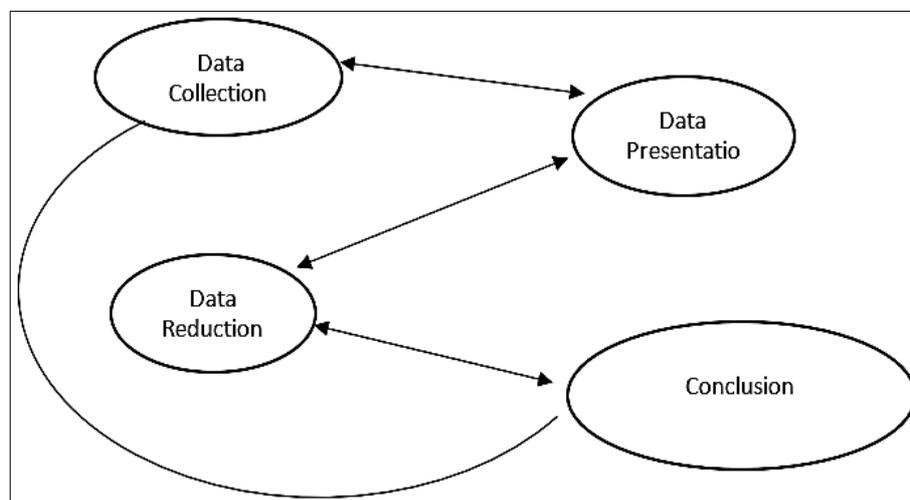
### 3. Research Method

This research uses a qualitative approach, with the aim that the problems to be studied are more comprehensive, in-depth, natural and without much interference from the researchers themselves. This type of qualitative research is also often referred to as naturalistic. This research was conducted at Lokon Saint Nikolaus Tomohon Junior High School, Jalan Perlombaan No.99 Kakaskasen II, North Tomohon District, Tomohon City. This research was conducted from November 2020 to February 2021.

In qualitative research, the samples (informants) are only sources that can provide information. In accordance with the problem and focus of this research, the data sources are:

1. Key informants, starting from the special assistant chairman of the Lokon education foundation, operational director, principal, vice principal in the field of curriculum as well as religion teacher, vice principal of student affairs, head of library, counseling guidance teacher, arts and culture teacher, head dormitories, student representatives, parent representatives.
2. Empirical events related to the research problem. In this case, the implementation of Character Education Management at Lokon St. Middle School was observed. Nikolaus Tomohon.
3. Relevant documents, in the form of official documents, both workshop hand-outs, meeting notes, photos and other documents related to this research.

The research procedure carried out can be seen in the image below



Source: Sugiyono, 2016:338 <sup>[27]</sup>.

Fig 1: Components in data analysis

Data collection was carried out by a. In-depth interviews with Key Informants, regarding: what matters are related to the implementation of character education management in schools. b. Observation at the research location: through the observations made extracted data from data sources in the form of events, behaviors, places or locations, objects and recorded images which are then poured into verbal language. c. Documentation to collect various written information in the form of guidelines, regulations and other related data from the institutions that are the research

location. The data that has been collected is then analyzed using an interactive model analysis technique from Miles and Huberman in Sugiyono (2016: 337-345) <sup>[27]</sup> which consists of three components of analysis, namely: data reduction, data presentation and drawing conclusions.

### 4. Result and Discussion

#### 4.1 Description of the research site

Lokon Junior High School St. Nikolaus Tomohon is a school under the auspices of the Lokon Education

Foundation. This school was operational in 2011 based on the decree of the head of the basic education office of the city of Tomohon number 2 dated March 8, 2013 and inaugurated on August 29, 2016 by the Minister of Education and Culture of the Republic of Indonesia. This school is located on Kakaskasen Dua, North Tomohon District, Tomohon City, North Sulawesi Province, at an altitude of 900 meters above sea level with a land area of 20 hectares. Founded by the Ronald Korompis-Wewengkang family who feel called to be with the church, community and government to build the nation and country, improve the quality of human resources through quality education for the young generation in North Sulawesi and widely in Eastern Indonesia. The school's motto is: Veritas (Truth), Virtus (Virtue), Fides (Faith). The school's vision is to become a leading institution that is responsive, creative and innovative in the field of education that integrates truth, virtue and faith and is able to empower students and improve the welfare of human resources.

#### 4.1.1 The mission of the school is

1. Empowering the younger generation
2. Improve the quality and welfare of employees
3. Become a model educational institution
4. Having concern for the environment

#### 4.2 Character education planning

Characterized school management is the use and empowerment of all resources owned by the school through a process and approach in order to achieve goals effectively and efficiently based on noble values and norms, both towards God Almighty, yourself and others and environment. (Kemendiknas 2010: 66). This is in line with the thoughts of Budiwibowo and Sudarmiani (2018: 4) <sup>[2]</sup> who say education management is an activity that utilizes various resources and strives to achieve certain goals. Resources owned by schools include non-human resources (school programs and curriculum), human resources (principals, educators and education personnel, students, parents and communities who care for the school), physical resources and financial resources.

Lokon Junior High School St.Nikolaus Tomohon accommodates various programs related to the development of character values. This begins with the preparation of a program design that is held at the beginning of the school year. They held a program preparation meeting together in in-house training activities. Program preparation refers to the analysis of Strengths, Weaknesses, Opportunities, Threats or abbreviated as SWOT. The school has an Medium Term Work Plan which is valid for 5 years. From the Medium Term Work Plan an School Work Plan / School Budget Work Plan is prepared. Each work unit prepares a work program. The work unit in question is the Academic and Curriculum Sector, Student Affairs, Infrastructure Sector, Unit Olympiad, Unit Laboratory, Unit Library, Management) / Management / Operations and Administration The compiled program includes the core program and the development program as well as the budget required for each activity.

In Medium Term Work Plan there are programs that are explicitly related to the development of character values, including teacher retreats, art performances, School Environment Introduction Period, Basic Level Leadership Training for OSIS administrators, Extracurricular

Implementation etc. Management of the education budget makes a significant contribution to character education. Lokon junior high school budget management for each program must be coordinated with the Lokon Education Foundation, because the centralization of the budget is in the Foundation used is Curriculum 13 and Curriculum Based on Life. Each curriculum has specific character values. The basic values of character education are socialized to all school members and parents at the beginning of the school year or the beginning of the semester. These values become a reference in the preparation of learning tools. School management meetings are attended by the school and boarding houses, held every Monday. During the pandemic, meetings were held virtually. One of the agenda for the meeting is to discuss issues related to the character of students living in the dormitory. Coordination between schools and dormitories supports the character building of students living in dormitories.

#### 4.3 Implementation of character education

The implementation of integrated character education in school management is manifested in school management activities which are generally in accordance with the rules of the National Education Standards, namely the management of school resources. The success of the process of building the character of graduates of an educational unit is determined not only by the strength of the learning process but more than that, it is also determined by school management. This is because the character building process must be integrated into various forms of school activities. Then the school management and administration system internalizes and integrates character values in each component of school management in each management function, on school performance targets, namely management of curriculum and learning, students, labor finance, infrastructure, human resources must all be character-based (Kemendiknas, 2010: 73-74)

At Lokon St. Nikolaus Junior High School, the agreed programs are realized by each program implementer while coordinating with related parties. Program implementers are responsible for the successful implementation of the program. So that requires cooperation, mutual respect, communicative, creative and innovative. The Lokon junior high school character education program is socialized to school residents, teachers, staff, students, parents and the community. Students are asked to carry out the rules as written in the school discipline book. Students attend lessons according to schedule, arrive on time, wear neat clothes when learning, enter assignments on time, make study contracts during the pandemic, use the Teams application for smooth learning. Students are taught the value of discipline, obeying the rules and being responsible. But it cannot be denied that there are still students who come late to school, do not participate in learning, do not attend extracurricular activities and do not wear complete uniforms. So, coaching must continue to be carried out, the rules remain to be applied and exemplary must be given.

Teachers should not be late for school. Even though they have asked the Principal for permission, the students do not know about it, they just think that the teacher is not disciplined. Internalization of character values is a shared responsibility, so the division of coaching tasks must be clear. The coaching of students before the pandemic period is carried out alternately, regulated by the Deputy Head of

the School for Curriculum Affairs. Contacted one day before the activity was carried out. There is no written schedule, but coaching is still running smoothly. In coaching it is varied, teachers who are tasked with reading stories of saints, stories of successful people and reading the 5 pillars of a life-based curriculum teach students religious values, hard work, diligence, diligence, etc.

This is a separate way of instilling character values in students. Spiritual formation by clergy every Friday provides a special strengthening for a more religious life. The school implements two curricula, namely Curriculum 13 and Curriculum Based on Life. Character values in the curriculum are described in the formulation of the syllabus, lesson plans and teaching materials. In order to increase teaching resources and education personnel, various training programs were held, including public speaking training, office 365 usage training, hypnotherapy, fluency in English. There is also a coaching program in the form of recollection. The sources are from capable institutions. The knowledge, attitudes and skills they have can support the success of character education in schools.

Utilization of school facilities facilitates the implementation of character education. Before the pandemic, school yards were used for coaching apples and other activities, classrooms for learning and other rooms that were used according to their functions. In addition, each work unit strives to support the implementation of character education in a friendly way in providing services to anyone in need. The school collaborates with parents in character education for students. Parents contact the teacher if students experience problems, and vice versa. Parents are asked to monitor the student learning process.

#### 4.4 Evaluation of character education

According to the Ministry of National Education (2010: 76), the evaluation of character education that is integrated in school management is to assess the overall performance of the school for various program successes according to the National Education Standards. The school performance in question supports the development of character values. The purpose of character education evaluation is to ensure that the performance achieved is in accordance with the predetermined plans and goals (Mulyasa, 2018: 192) <sup>[15]</sup>.

At Lokon Junior High School, monthly, quarterly, semester and annual evaluation meetings are held. In evaluating character education, a School Self Evaluation (EDS) is carried out at the end of each year. The evaluation format includes the standard aspects of the content, process and infrastructure. From this aspect, it can be seen that the strengths and weaknesses, the problems or obstacles faced, what are the needs and solutions that can be done and which parties are involved. In other words, this evaluation uses a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). Besides that, self-evaluation is not only carried out by the school as a whole but students also carry out self-evaluation by filling out self-assessment sheets. This self-assessment is based on basic competencies. In the assessment format, there are several statements and scores chosen by students. From the results of the assessment, the teacher can assess the student's self-introduction of himself. Educators are evaluated through supervision carried out by the Principal of the School, the Lokon Education Foundation, the Superintendent of the Tomohon Education Office and the Superintendent of Catholic Religious

Education for Religious Teachers. In supervision, a separate format is used. From local education foundations during this pandemic, the Internal Supervision Format for Distance Learning Online Class Visits was used. One of the activities that is supervised is learning activities according to the foundation platform. Aspects assessed: Teachers enter 5-10 minutes before teaching and learning activities, Bumper / Jingle Lokon school, Greetings and teacher introductions, Opening Prayers, Completion of Present Dagar, Submission of Learning Objectives of Lokon specific material and characters, Presentation of Concept Maps, Explanation of Materials, Student Presentations, Teacher's conclusion / assessment, closing prayer, teacher closing greeting and Jingle. Each aspect has its own assessment which includes Not Fit, Partially Fit, All Appropriate and given a note.

The foundation also conducts employee evaluations including educators and education staff using the Employee Assessment format. From a number of aspects assessed there is an assessment of character aspects, including: active and diligent and diligent in work; self-sacrificing, dedicated and loyal to superiors and the foundation; Discipline and faithful in carrying out duties; Honest and trustworthy; to be responsible. For the development of students living in dormitories, the school holds a school management evaluation meeting involving the boarding house, which is held every Monday. For students who live outside the dormitory, evaluation of student development is discussed in the meeting of parents and teachers at the time of receipt of report cards.

#### 5. Conclusion

**From the description above, the conclusions of this study are**

1. The planning for character education at Lokon Santo Nikolaus Tomohon junior high school is already good, but in the preparation of school programs according to the applicable regulations, the School Committee should be involved as a Stakeholder.
2. The implementation of character education at Lokon sSanto Nikolaus' first middle school has generally been going well. Lokon junior high school is in the process of finding effective and efficient ways to build a holistic, integral character that covers various aspects of the life of the school community, so consistency and strong commitment must be maintained to achieve common goals.
3. The evaluation of character education at the Lokon Santo Nikolaus junior high school is generally good because it uses the right instruments. The assessments carried out not only measure academic achievement but also measure personality development so that the goal of character building can be achieved.

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