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Management of character education at shipping polytechnic in South Minahasa, 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 the Shipping Polytechnic in South Minahasa. This study uses a qualitative approach with the method of interview, observation and documentation. The research subjects consisted of the Director, Deputy Director 1, Head of Sub-Division of Adm & Youth, Study Programs, Head of the Youth Character Development Center, Counselor Guidance Lecturer, Head of Dormitory Unit, Cadets/I, and Parents of Cadets. Research and data collection was carried out at the Shipping Polytechnic in South Minahasa. The results of this study can be seen in three main conclusions: (1) Planning for character education at the Shipping Polytechnic in South Minahasa, on character management, learning and character building activities for cadets. The preparation of the Character Education Management program at the Shipping Polytechnic in South Minahasa did not involve stakeholders in accordance with applicable regulations. (2) Implementation of Character Education at the Shipping Polytechnic in South Minahasa has been integrated into school management, learning and student development activities. (3) Evaluation of character education at the Shipping Polytechnic in South Minahasa on school management, learning and student development activities. From the results of this study it is recommended that schools: (1) remain consistent in planning character education, but be adaptive and innovative, function school committees in accordance with applicable regulations, utilize school facilities to achieve common goals (2) maintain general school resource management has been good and solid as a Team Work, (3) continues to implement and develop the school's success from various aspects so that the Grand Design Character Building can be realized.

Keywords: Management, character education, character education management

Introduction

Character building is important for the Indonesian people, because it is to give birth to a strong nation generation. Education is a necessity of human life, both as individuals, social groups, as well as a nation and state. Through good and quality education, individuals with good character will be formed, with good individual characters a good society will be formed, and with good community character, a good national and state character will be formed as well. The existence and glory of a nation is largely determined by its character. Only a nation that has a strong character is able to make itself a dignified nation and is respected by other nations. Bung Karno emphasized that "this nation must be built by prioritizing character building because it is this character building that will make Indonesia a great, advanced and glorious nation, and with dignity" (Samani and Hariyanto 2011:1-2) [17]. As stated by Listyarti (2014: 5) "the weak character of the Indonesian nation that must be improved is cowardly, feudal, oppressive, corrupt, illogical, underestimates quality, likes to cut through, does not believe in oneself, is undisciplined, ignores responsibility, is hypocritical, weak. Creativity and shamelessness." In addition, our nation has long had habits that are not conducive to building a superior nation. Schools as a strategic means to build the nation's generation must carry out character education, because the character of the Indonesian nation is weak. Weak national character must be addressed and improved.

Character is unique values-both embedded in oneself and in behavior. Character emanates from the results of thought, heart, exercise and intention, as well as the feeling and intention of a person or group of people.

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Character is a characteristic of a person or group of people that contains values, abilities, moral capacity, and resilience in the face of difficulties and challenges. Meanwhile, according to Heri Gunawan, character is human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality which is manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, etiquette, culture, and customs. From the two definitions above, character can be interpreted as human behavior based on knowledge, intentions, and actions that contain the value of goodness.

Character is the main aspect in shaping a person's quality to be a noble person. If the quality of a person is good and is constantly being developed, then that person can become a human being who is beneficial to the surrounding environment and the progress of the nation. Hidayatullah (2010: 16) argues that "character is the quality or mental or moral strength, character or character of an individual which is a special personality that is the driving force or driving force and which distinguishes it from other individuals." Meanwhile, Samani and Hariyanto (2012: 46) [17] interpret "character education as a system of inculcating character values to school members which includes components of knowledge, awareness or ability and actions to implement these values both towards God Almighty, self themselves, others, environment and nationality." In this way, it can be interpreted that character education must be pursued by the education unit, to improve the quality of implementation and educational outcomes in schools that lead to the achievement of student character formation. It is important to instill character education in schools, in order to direct and strengthen students to have character.

Shipping Polytechnic in South Minahasa as one of the schools that has a vocational education system or boarding school, where character education is highly emphasized. So that this school can have a commitment to implement character education through sharing school activities, both in the learning process, school management and habituation. The goal is that students have good character. Various efforts are made so that character values are not only limited to the conceptual order but include the entire personality of students. In learning, students are taught about the values of life and how to implement them in everyday life.

Discipline is the main thing, every day the cadets carry out activities in accordance with the daily rules of permanent nature. Starting with wearing uniforms according to applicable rules, they are required to hold an apple in the school field at 06.30 WITA. The picket lecturer provides motivational guidance and sailing experience materials. The picket lecturer alternates with the supervisor on duty, the value of character education is always taught to the cadets. All of this is done, among others, to ensure the implementation of quality education, including character education and the achievement of personality integrity in accordance with the goals set.

Lecturers and coaches have an important role in the world of education because they hold the key in education and learning in schools. Lecturers and coaches are the parties most closely related to the cadets in the implementation of daily education, and are the parties who have the greatest role in determining the success of cadets in achieving educational goals.

The roles and functions and responsibilities at every level of education, especially Vocational-based Vocational Shipping Polytechnic Schools, are expected to make the cadets as good citizens. With the existence of lecturers and coaches who have a coaching attitude, it is hoped that cadets can become religious, disciplined, responsible citizens that affect the improvement of cadets' learning outcomes. Therefore, the attitude of a lecturer and coach has a direct impact on the behavior of the cadets and the learning outcomes of the cadets.

However, based on the observations of researchers and information from several lecturers at this school, the overall implementation of educational ideals has not been fully implemented. In reality the concept of character education is always socialized but there are still cadets and even employees late, cadets do not carry out the assigned tasks, do not submit on time, do not use full uniforms, do not attend extracurricular activities. Based on this observation and preliminary information, the researcher is interested in exploring how to manage character education at the Shipping Polytechnic in South Minahasa.

The focus of this research is "Focusing on the management of character education at the Shipping Polytechnic in South Minahasa". Problem Formulation

1. How is the planning process for character education at the Shipping Polytechnic in South Minahasa?
2. How is the implementation of character education at the Shipping Polytechnic in South Minahasa?
3. How is the evaluation of character education at the Shipping Polytechnic in South Minahasa?

The purpose of this study is to analyze and describe in detail about:

1. Knowing the planning of character education at the Shipping Polytechnic in South Minahasa
2. Knowing the implementation of character education at the Shipping Polytechnic in South Minahasa
3. Knowing the evaluation of character education at the Shipping Polytechnic in South Minahasa

Research Benefits
1. Theoretical Benefits: Develop knowledge in the field of education management and develop models of character education.
2. Practical Benefits: to provide input to:
a. Institutional leaders as education policy makers in formulating character education.
b. Director of polytechnics, lecturers/instructors and all school members in formulating planning, implementation and evaluation of character education.
c. Observers on character education management guidelines

Literature Review
Mulyani A. Nurhadi (in Arikunto and Yuliana 2019:6) educational management is an activity or a series of activities in the form of a collaborative business management process of a group of people who are members of educational organizations to achieve predetermined educational goals to be effective and efficient.

The characteristics or meanings contained in the definition are:

1. Management is an activity or a series of activities carried out from, by and for humans.
2. The series of activities is a process of managing a series of educational activities that are complex and unique in

nature that differ from the company's goal of obtaining the maximum profit: the purpose of this educational activity cannot be separated from the general educational goals and educational goals set by the government. a nation.

3. The management process is carried out jointly by a group of people who are members of an organization so that their activities must be maintained in order to create harmonious working conditions without sacrificing the human elements involved in the educational activities.

4. The process is carried out in order to achieve a predetermined goal, which in this case includes general goals (general purpose scale) and those carried out by each educational organization (special purpose scale).

5. The management process is carried out so that the objectives can be achieved efficiently and effectively (Arikunto & Yuliana (2019: 6-7).

The government's strategy regarding character education can be seen from two contexts, namely "macro and micro contexts" (Mulyasa, 2018:263). The macro context that is meant is national in nature, which includes the entire context of planning and implementing the development of character education values that involve all national education stakeholders. Character development on a macro basis is divided into three stages, namely planning, implementation and evaluation of results. At the planning stage, a character set is developed which is excavated, crystallized and formulated by sharing sources, including: (1) Philosophical: Pancasila, the 1945 Constitution and Law NO. 20 of 2003 and its derivative statutory provisions, (2) theoretical: theories about the brain, psychology, education, values,

morals and social culture, (3) Empirical: in the form of experiences and best practices including figures, educational units, groups cultural. At the implementation stage, learning experiences and learning processes are developed which lead to the formation of character in students. This process is carried out through a process of empowerment and cultivating as outlined as one of the principles of implementing national education. This process takes place in the three pillars of education, family, and society.

Within each pillar of education there are two types of learning experiences that are built through two approaches, namely intervention and habituation. In the intervention, an atmosphere of learning and learning interaction was developed which was deliberately designed to achieve the goal of character building by implementing structured activities. In order for the learning process to be effective, the role of the teacher as a role model is very important and decisive. Meanwhile, in habituation, situations and conditions are created as well as reinforcement that allows students in their educational units, at home, in their community to get used to behaving according to values and become characters that have been internalized and personalized from and through the intervention process. The process of cultivating and empowering which includes giving examples, learning, habituation, and strengthening must be developed systemically, holistically, and dynamically.

Based on these definitions, it can be concluded that education management is a comprehensive, systematic process of managing educational activities, which is carried out together by using all resources to achieve effective and efficient goals.
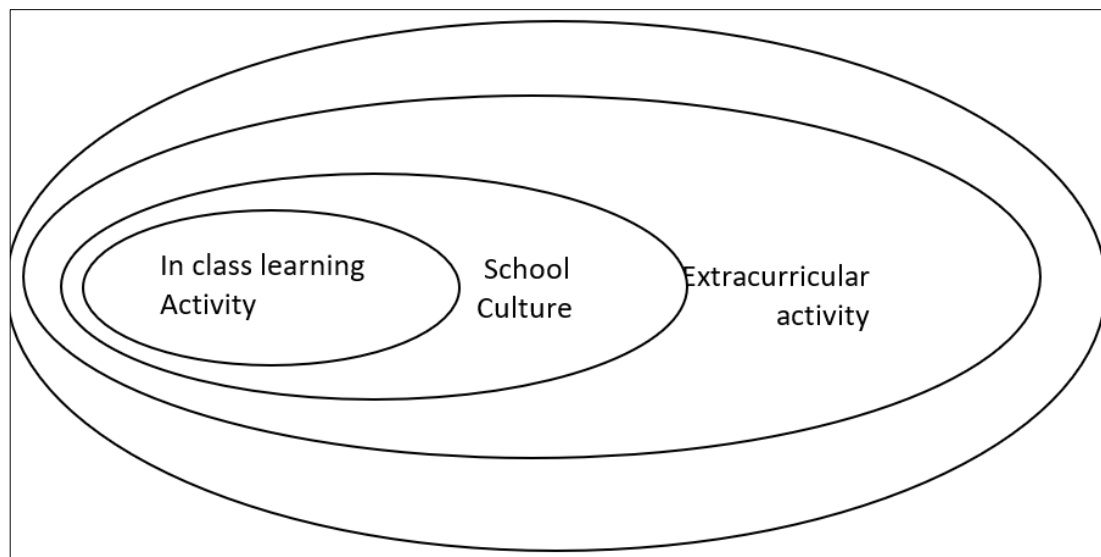
Fig 1: Character Education Micro Context (Mulyasa, 2018)

Based on the picture above, it can be concluded that in micro character education is directed at schools as formal education units. This is where character education is integrated into every activity in the school, both in the teaching and learning process in the classroom, daily activities at school, and activities outside of class hours. This needs to be supported, strengthened by the family and community environment so that what has been strived for in schools in relation to character education becomes a habit that is applied in everyday life.

Research Method
This study uses a qualitative approach, with the aim that the problems studied are more comprehensive, in-depth, and can provide an overview as a discussion of research results. The research method used by researchers in this study is a qualitative method. Place and Time The research was conducted at the Minahasa Shipping Polytechnic in the South, Jl Trans Sulawesi Km.80 East Tawaang, sub-district, Tenga, Kab. South Minahasa, North Sulawesi. This research has been carried out from November 2021 to March 2022.
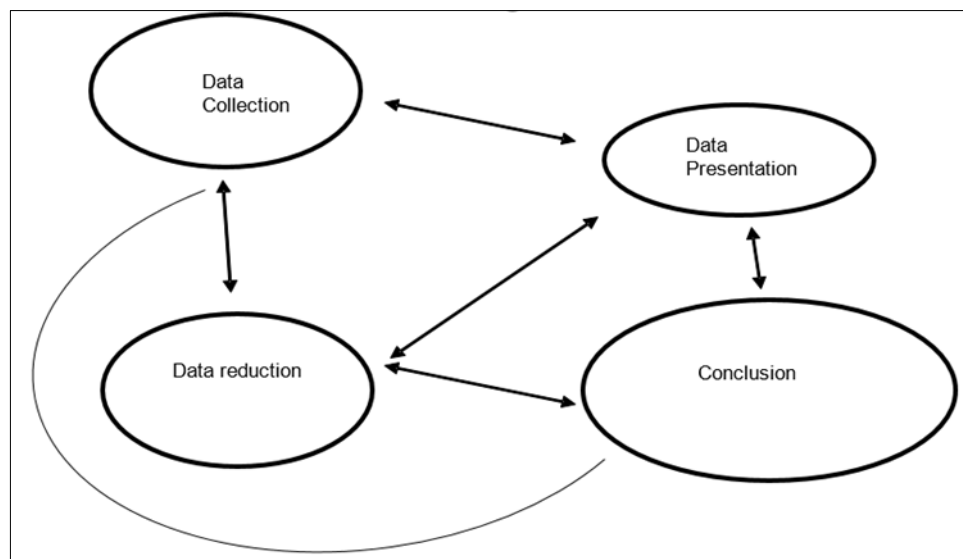
The Shipping Polytechnic is administratively and coordinating under the organizers of the Transportation Human Resources Agency (BPSDM). This Shipping Polytechnic organizes academic education and character education. It is undeniable that this Shipping Polytechnic is one of the best Shipping Polytechnics that organizes a character system in North Sulawesi, the resources of educators and education staff who have reliable Team Works work together in providing education at the Shipping Polytechnic. This Shipping Polytechnic has excelled in academic and non-academic fields. There is a great interest or interest from the community towards this Shipping Polytechnic.

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

1. Key Informants, starting from the head of the Academic Administration and Youth Polytechnic Sub-Section, Director of Polytechnic, Deputy Director and Coach of the Youth Division, Head of the Youth Character Development Center, Head of Study Program, Counseling Guidance Lecturer, Head of Dormitory Unit, Youth Representative, Parents Representative .

2. Empirical events related to research problems. In this case, it is observed the implementation of Character Education Management at the South Minahasa Shipping Polytechnic.

3. Relevant documents, in the form of official documents, both workshop hand-outs, meeting notes, photos and other documents related to this research. Data collection is carried out using three approaches, including:

a. In-Depth Interview with Key Informants, regarding: any matters related to the implementation of character education management in Poltekpel.

b. Observations at the research location: through observations made, data were extracted from data sources in the form of events, behaviors, places or locations, objects and recorded images which were then poured into verbal language.

c. Documentation to collect various good written information.in the form of guidelines, regulations and other related data from the institution where the research is located.

To obtain the validity of the data, the researcher refers to the opinion of Moleong (2018:324), namely by meeting the criteria: Degree (Credibility), Transferability (Transferbility), Dependence (Dependability) and Certainty (Confirmability). The data analysis technique used in this study is an interactive model analysis from Miles and Huberman in Sugiyono (2016: 337-345) which consists of three analysis components, namely: data reduction, data presentation and conclusion drawing, can be seen in the image below:

Fig 2: Components in data analysis (Sugiyono, 2016)

Result and discussion

The Shipping Polytechnic in South Minahasa is a university under the auspices of the Transportation Human Resources Agency, in this case the Ministry of Transportation. This Shipping Polytechnic was operational in 2016, but previously it was named the Shipping Training Center. This condition has been anticipated by the policy of the Ministry of Transportation by building a Maritime Education and Training Center at the northern tip of the peninsula of the island of Sulawesi, the unitary territory of the Republic of Indonesia, especially North Sulawesi Province as outlined in ministerial regulation number 124 dated August 20 2015, this is a step forward in strengthening the the integrity of the National Transportation system (SISTRANAS) as well as the realization of equal opportunities to obtain international standard shipping education and training as has been enjoyed by our brothers and sisters in South Sulawesi Province (BP2IP Barombong), East Java Province (BP2IP Surabaya), Banten Province (BP2IP Tangerang) and West Papua Province (BP2IP Sorong). The construction of a shipping training center in South Minahasa has entered phase III with the condition that the facilities and infrastructure for the implementation of the shipping training program are adequate to be immediately operationalized for the acceptance of training participants for the seafarer competency formation program and special skills training for seafarers in the 2015 training year. The problem is that there is currently no organization and work procedures, while the human resources who will operate the shipping training center in South Minahasa have gradually agreed, besides that by changing it to a Shipping Polytechnic in South Minahasa, it is expected to be able to

absorb high school graduates as prospective merchant ship sailors in eastern Indonesia and assist the government in building sea transportation in eastern Indonesia and assisting in the economic and social recovery of the people of North Sulawesi as well as strengthening local socio-economic conditions. So it is necessary to establish a Shipping Polytechnic in South Minahasa by referring to the applicable laws and regulations.

The Shipping Polytechnic in South Minahasa Implements Curriculum PK.07, namely the regulation of the Head of the Transportation Human Resources Development Agency regarding the curriculum for education and training programs for the formation and improvement of competence in the shipping sector. The curriculum for the Education and Training Program for the Establishment and Improvement of Competence in the Shipping Sector, is a guideline in the implementation of Education and Training for the Establishment and Improvement of Competence in the Maritime Sector for Educational and Training Institutions of Sea Transportation.

Evaluation of Integrated Character Education in Shipping Polytechnic Management
According to the Ministry of National Education (2010: 76) evaluation of integrated character education in the management of the Shipping Polytechnic is to assess the overall performance of the Shipping Polytechnic for various program successes according to National Education Standards. The performance of the Shipping Polytechnic in question supports the development of character values. The purpose of evaluating character education is to ensure that the performance achieved is in accordance with the plans and goals that have been set (Mulyasa, 2018: 192)

At the Shipping Polytechnic, monthly, quarterly, semi-annual and annual evaluation meetings are held. In evaluating character education, the Sailing Polytechnic Self-Evaluation (EDS) is carried out at the end of each year. The evaluation format includes aspects of standard content, processes and infrastructure. In other words, this evaluation uses a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats).

Besides that, self-evaluation is not only carried out by the Shipping Polytechnic as a whole, but the cadets also carry out self-evaluation by filling out a self-assessment sheet. This self-assessment is based on basic competencies. In the assessment format there are several statements and scores selected by the cadets. From the results of the assessment, the lecturer can assess the cadet's self-introduction to himself.

Educators are evaluated through supervision carried out by the Director of the Shipping Polytechnic. In supervision, a separate format is used. From Poltekpel during this pandemic, the Internal Supervision Format for Distance Learning is used for Online Class Visits. One of the supervised activities is learning activities according to the Poltekpel platform. Aspects assessed: Lecturer enters 5-10 minutes before KBM, Lecturer's greeting and introduction, Opening Prayer, Filling in Attendance List, Submission of Learning Objectives for Materials and Polytechnic Characters, Presentation of Concept Maps, Explanation of Material, Cadets working on LKS, Presentation of cadets, Lecturer Conclusions/ assessment, Closing prayer, Lecturer closing greeting. Each aspect has its own assessment including Not Appropriate, Appropriate Partly, Appropriate

All and is noted.
The Poltekpel also evaluates employees, including educators and education staff, using the Poltekpel Employee Assessment format. From a number of aspects assessed, there is an assessment of character aspects, including: active and diligent and diligent in work; willing to sacrifice dedicated and loyal to superiors; Discipline and faithful in carrying out the task; Honest and trustworthy; responsible. Each aspect is assessed or evaluated using a scale: 5=Very satisfactory; 4=Satisfactory; 3=Enough; 2=needs repair; 1 = not acceptable. From the results achieved, a rating evaluation is made.

For the development of cadets living in dormitories, the Shipping Polytechnic holds a management evaluation meeting of the Shipping Polytechnic involving the dormitory, held every Monday. For cadets who live outside the dormitory, the evaluation of the development of cadets is discussed in a meeting of parents and lecturers at the time of receipt of the Evaluation Study Result Card. Character education is integrated into learning. According to the Ministry of National Education (2010: 59) the techniques and instruments for assessing character education that are selected and implemented do not only measure achievement academic or cognitive cadets, but also measures the cadet's personality development.

Sailing Polytechnic in character education evaluation learning activities is carried out by observing aspects of cognitive, psychomotor and affective. This form of evaluation is listed in the RPP. The indicators are determined by the lecturer to measure the character quality of the cadets. If in learning the cadets show good character or vice versa, it will affect the assessment in terms of affective. The lecturer has a notebook to write down his observations. This information is analyzed by the Lecturer to get an idea about the character of the Taruna. Lecturers make assessments using the KPA evaluation format (Cognitive, Psychomotor and Affective). Evaluation of character education is carried out to measure whether the cadets already have the character set by the Shipping Polytechnic within a certain period of time. The substance of the evaluation in relation to character education is to compare the behavior of the cadets with the character standards (indicators) set by the Lecturer or Shipping Polytechnic.

Evaluation of Integrated Character Education in Youth Development Activities Sailing
In training activities for cadets, the evaluation of character education is carried out through observations at the Shipping Polytechnic, the lecturers observe not only the intellectual aspects of the cadets but the attitude aspects of observing the cadets from the cognitive, affective and psychomotor aspects. When the cadets ask or answer questions politely, carry out the tasks assigned by the coach, take the initiative to lead prayers, actively participate in activities, everything is recorded as a reference for assessment. In this activity there is an attendance list format that must be filled out. This format contains the type of activity, the names of the cadets and the date of implementation of the activity. Likewise, changes in the behavior of cadets become a reference for the assessment of Counseling Guidance (BK) Lecturers, examples of children who begin to lose their enthusiasm for learning because they are addicted to playing games after being accompanied, eventually change diligently to follow

lessons. This is recorded in the BK Lecturer's book and coordinated with the Study Program.

Conclussion

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

1. Character Education Planning at the Shipping Polytechnic in South Minahasa
The planning of integrated character education in school management is generally good where school programs related to the development of character values are accommodated, utilized and empowered. The result of the meeting is the result of a joint decision. However, it is unfortunate that the School Committee is not involved as a stakeholder. The preparation of the program starts from a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). School programs are outlined in the RKJM and RKAS. Each sector prepares the required budget, its management must be coordinated. Educators and education personnel are recruited according to their qualifications. Each has a clear job description, has a time table for learning activities. The curriculum used is the PK 07 Curriculum. Likewise, the integrated planning in learning is generally in accordance with the planning stage regulated by the government. Schools have a strong foundation in carrying out character education. Character education planning at the Shipping Polytechnic in South Minahasa is generally good, but in compiling school programs according to applicable regulations, it is necessary to involve the School Committee as Stakeholders and carry out socialization to cadets regarding the implementation of character education in learning.

2. Implementation of Character Education at the Shipping Polytechnic in South Minahasa
The implementation of integrated character education in school management in general is in accordance with the National Education Standards regarding the management of school resources. This can be seen from the realization of programs in the RKAS. Program implementers always coordinate with related parties. The character education program is socialized to school residents, lecturers, staff, cadets, parents and the community. The cadets have a code of conduct that applies in the dormitory and at school. Sanctions for violations committed have been stated in the book. There is a clear division of coaching tasks. The school implements two curricula, namely the PK 07 Curriculum and the Life-Based Curriculum. Character values in the curriculum are described in the syllabus, lesson plans and teaching materials. This can be seen from the realization of the lesson plans in which each step of the learning activity has a character value that will be instilled in the cadets. Lecturers are continuously trying to find effective ways so that character values can really be permeated within the cadets and actualized in everyday life. Lecturers are role models for cadets by being on time when teaching, greeting cadets politely, giving rewards in the form of praise, teaching well, motivating cadets to be diligent in making assignments, has taught character values to cadets including discipline, knows respect for people others, and know the rules. The implementation of character education at the Shipping Polytechnic has generally been going well. The Shipping Polytechnic continues to process to find effective and efficient ways to build holistic and integral character that covers various aspects of school community life, so consistency and strong commitment must be maintained to achieve common goals.

3. Evaluation of Character Education at the Shipping Polytechnic in South Minahasa
The evaluation of character education that is integrated in school management is in accordance with the National Education Standards. Evaluation meetings are held every month, quarter, semester and yearly. At the end of each year, a school self-evaluation (EDS) is conducted using a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). The cadets conduct a self-evaluation by filling out a self-assessment sheet. Self-assessment indicators are based on the basic competencies to be achieved. The evaluation of the cadets' character education is written in a learning achievement book or called a Study Result Card. Educators are evaluated through supervision. The supervision of the education operations section uses the Distance Learning Internal Supervision Format for Online Class Visits. The Poltekpel side evaluates employees including educators and education staff using the Poltekpel Employee Assessment format. Likewise, the evaluation of integrated character education in learning in general has been carried out well because it is carried out continuously and continuously to find out and monitor changes and progress of students and use appropriate techniques and instruments. Lecturers make observations on cognitive, psychomotor and affective aspects and write them in notebooks and use the KPA evaluation format (Cognitive, Psychomotor and Affective). The evaluation of character education at the Shipping Polytechnic is generally good because it uses the right instruments. The assessment does not only measure academic achievement but also measures personality development so that the goals of character building can be achieved.

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