

CHARACTER EDUCATIONAL MANAGEMENT (A CASE STUDY IN THE ELEMENTARY SCHOOL PENYENGAT ISLAND)

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Abstract

This study aims to find out and get an idea of character education management (a case study in the Elementary School Penyengat Island). This study used a qualitative approach to the method used in the form of case studies. The data used in this study are primary and secondary data sources, where researchers use people and documents as data sources. Data collection techniques used in the research were observation and interviews. Data analysis techniques in the study include data reduction, data presentation, and conclusion / verification. Based on the research results as follows: 1) For the planning of moral education in primary schools Penyengat Island has gone well from the aspect of curriculum planning, teaching staff and infrastructure. 2) For the organization of moral education in Penyengat has gone well from the aspects of organizing the curriculum, teaching staff and infrastructure. 3) For the implementation of character education in Penyengat been running with good views of aspects of the implementation of the curriculum, teaching staff, facilities, and student character education in public primary schools Penyengat Island. 4) For the supervision of moral education in Penyengat been running with good views of oversight of curriculum, teaching staff, facilities, and student character education in public primary schools Penyengat Island.

Keywords: *management education, character education, manners, Penyengat Island*

Provincial Government of Riau Islands has launched the program of character education since 2012. Even the character education has been included in the priority scale of the Regional Development Work Plan through the 2013. One of the seriousness of the Government of Riau Islands Province in conducting the moral education is by giving TOT (training of trainer) for elementary school teachers on character education. In the TOT of character education, teachers are trained to develop formats and guidelines for integrating Malay character and Malay values in learning.

Building character is the formation of affective potential that is needed to form human intellectual character. Therefore need to be done planning, organizing, and implementation in the sense of the process of formation and also control (controlling) from the implementation of the process of formation in building the character of learners.

The focus to be studied in this research is character education management. The focus of the research is broken down into several subfaces as follows: (1) How is the planning of character education in Penyengat Island Elementary Schools?; (2) How is the organization of character education in Penyengat Island Elementary Schools?; (3) How is the implementation of character education in Penyengat Island Elementary Schools?; And (4) Supervision of character education in Penyengat Island Elementary Schools?

The Daft stipulates that "management is the attainment of organizational goals in an effective and efficient manner through planning organizing leading and controlling organizational resources".

(2003, 4) The opinion is more or less means that management is the achievement of organizational goals in an effective and efficient way through the planning, organizing, directing and supervision of organizational resources. Understanding of management education according to Monroe (2005, 2) is as follows.

Educational management is a comprehensive effort dealing with the educational practices. It is the dynamic side of education. It deals with educational institutions-right from the schools and colleges to the secretariat. It is concerned with both human and material resources. The human elements include: (i) Children, (ii) parents, (iii) teachers and (iv) other employees in general-university of the Board of Education at local, state and National levels of Governments. On the material side there are (a) finance, (b) buildings and grounds, (c) equipments and instructional supplies.

Victor Battistich (2011, 30) also points out that, Character education is crucial point from the perspective of that is foster student 'positive development not just in academic, but in the emotional, ethical, moral, and social aspect of their lives as well. In short, schools must become health promoting environments, where young people acquire the abilities, inclinations, motivation, and values to succeed in their lives.

Associated with Nucci's character education, et al. (2014, 45) explains that, Character education is ultimately about what kind of person a child will grow up to be and the early idea of character suggests that moral goodness is essentially a prediction of persons and not acts. It also implies that this goodness of persons is not automatic, but must be acquired and cultivated. Character education is inherently a multi-disciplinary endeavor, which requires its adherents and critics to ask divergent questions and employment disparate methods in approaching the subject.

One's social values relate to experience in interacting with the environment. The process of obtaining social values is as follows: Choosing: (1) Freely, (2) from alternative, (3) after thoughtful consideration of the consequences of each alternatives. Prizing: (4) cherishing being happy with the choice, (5) willing to affirm the choice publicly. Acting: (6) doing something with the choice, and (7) repeatedly in some pattern of life.

METHOD

This research is generally intended to know and get a picture of the management of character education (case study in Penyengat Island Elementary Schools). While in particular, the purpose of this study are: (1) to know the curriculum planning, educators, and educational facilities of character in Penyengat Island Elementary Schools; (2) to know the organizing of curriculum, educator, and infrastructure; (3) to know the implementation of curriculum, educator, means of infrastructure, and student of character education in Penyengat Island Elementary Schools; And (4) to know the supervision of curriculum, educator, means of infrastructure, and student of character education in Penyengat Island Elementary Schools.

The approach used in this study is a qualitative approach. While the method used is case study method. Sources of data used in this study are primary and secondary data sources, where researchers use people and documents as data sources. In this research, data collection techniques used by observation and interview. Processes in data analysis include data reduction, data presentation (data display), and conclusion drawing / verification (conclusion drawing / verification).

RESULTS

In the management of character education planning in Penyengat Island is analyzed based on the aspects of curriculum planning, educators and infrastructure facilities. The planning of character education in Penyengat Island is done one month before entering the new semester. The thing that is prepared in the planning phase of moral education begins with every elementary school principal in

Penyengat Island assigning senior teachers who have first attended the training of character education held by the Provincial Education Department of Riau Province. The appointment is to plan the curriculum, educators and infrastructure.

The curriculum planning stage of the specific thing done is to prepare the curriculum tools in the form of 1) academic calendar, 2) subject schedule, and 3) establish a supervision team. So overall the curriculum planning of character education in Penyengat Island is done in four stages which include: (1) goal setting, (2) identification of character values in Penyengat Island, (3) integration of character values on the Penyengat Island into the curriculum, and (4) develop curriculum tools. After all the stages are carried out the team of drafting teachers that involve the teacher together with the principal review, before the curriculum design into a legitimate school curriculum that will be used in the learning process in each school.

The planning of elementary school educators in Penyengat Island is done by considering the available human resources because not all teachers have been trained in the education of character owned by the Riau Islands Education Office. These conditions become the basis and criteria of who will lead each task that has been TOT character training education character. As the parties who are given the responsibility according to their functions they are required to make preparations. One of them by looking for an outsider who will be used as a reference in the enrichment of material related to moral education if the available resources are less qualified, such as when the cultivation of character education that strongly reflects the local kerifan value of the community of Penyengat Island. Several models of coaching and training have been followed by teachers in Penyengat Island to improve competence such as briefings, subject teachers' meetings, seminars and workshops, and sharing.

Planning of infrastructure facilities is made simultaneously with curriculum planning. Planning of infrastructure facilities at Penyengat Island Elementary Schools is determined by first the principal appoints a school or school curriculum development team designated directly to make the planning of facilities and infrastructure. The procurement of public elementary school infrastructure in Penyengat Island is a school business not only to realize the need of procurement of the arrest that has been prepared beforehand, but also aim to support the implementation of character education for Penyengat Island Elementary Schools. Based on the results of the interview it is known that the infrastructure facilities that are still needed to support the implementation of character education for elementary school in Penyengat Island is literature in the form of books themed and contains the values of local wisdom about the education of character in Penyengat Island.

In the management of the organization of character education in Penyengat Island is analyzed based on the aspects of organizing curriculum, educators and infrastructure facilities. The organization of the moral education curriculum on Penyengat Island is a process where the applicable curriculum is integrated with the values of the existing manners. The organizing process begins with each party involved in performing and performing tasks that have previously been given in accordance with the competence, especially for the integrase process of Malay character values on mapping, syllabus and RPP. The organization of educators is the determination of the resources in which the educators are needed to achieve the goal of character education. The form of organizing is done by coordinating where reaffirmed the tasks that must be implemented from each educator. In the discussion about the planning of infrastructure facilities for the education of character in Pulau Penyengat submitted directly to the teacher appointed by the principal to be responsible for the infrastructure. The task of the teacher who gets the job is to ensure the infrastructure management program refers to the standard of infrastructure.

In the management of character education in Penyengat Island is analyzed based on the aspects of curriculum implementation, educators, infrastructure, and students. Implementation of the moral character education curriculum is carried out in accordance with the planning starting at the beginning of the semester, where each teacher has included all the design of the implementation of the learning

DISCUSSION

In the management of character education planning in Penyengat Island is done based on three aspects of curriculum planning, educators and infrastructure facilities. The management of character education planning for elementary schools in Pulau Penyengat has been concerned with management functions. In the curriculum planning function is done by determining the team of curriculum compilers who will lead and direct how the curriculum design that is integrated with the education of character and character. Furthermore, on the function of planning educators langsung be tasks of the principal as a leader, builder and put the existing human resources in positions and tasks in accordance with the competencies and abilities possessed. While the function of infrastructure planning is given to the party or teacher appointed directly by the principal for infrastructure planning.

In the management of the character education organization in Penyengat Island based on the aspects of organizing curriculum, educators and infrastructure facilities. Based on these three aspects, the management of the organization of moral education for elementary school in Penyengat Island has been paying attention to the management functions. The function of organizing the curriculum is done with each party involved in performing and performing the tasks assigned according to the competence to prepare the curriculum of character education. The function of organizing educators is done by coordinating where reaffirmed the tasks that must be implemented from each educator in accordance with the job description that has been agreed.

The next organizing function is the organizing of infrastructure facilities conducted directly by the parties or teachers appointed by the principal to ensure the infrastructure management program refers to the standard infrastructure facilities set out in the planning.

In the management of character education in Penyengat Island is analyzed from the aspects of curriculum implementation, educator, infrastructure, and student. The implementation of the curriculum has been carried out as planned by referring to the content standards and competencies of the graduates. Implementation of this curriculum said the management function of the implementation of educators where education has run its duties and supported the availability of infrastructure facilities that are managed and coordinated directly by the appointed party or teacher and directly accountable to the principal. The three functions of the implementation of management that ultimately highly visited the implementation of student affairs. Student implementation is done with three strategies, 1) on learning activities, 2) routine activities, and 3) Spontaneous activity.

In the management of character education supervision on the Island is analyzed from the aspects of curriculum supervision, educators, infrastructure, and student affairs. Based on these four aspects, the management of educational supervision of character for elementary school in Penyengat Island has been paying attention to the management functions. The function of curriculum supervision conducted by public elementary schools in Penyengat Island has been in accordance with National Education Standards related to mechanism, procedure, and instrument of student achievement achievement. Fulfillment of the standard of educational assessment is carried out by the teacher and supervised by the principal directly through daily examination, midterm replay, semester final repetition and repeat class. The function of supervision of educators is done directly by the principal through the supervision of the class periodically and scheduled.

On the supervision of infrastructure facilities carried out regularly and periodically by involving principals and teachers. The results of this supervision then made into the evaluation material submitted every quarter and per semester. Every condition of infrastructure used is reported both in physical and non physical form. Supervision of moral education on elementary school students in Penyengat Island can be achieved effectively and efficiently, because it is supported by appropriate management process of education. The form of student supervision conducted by schools in Penyengat Island in the learning of character education is direct monitoring by the principal and teachers in each student.

CONCLUSION

Based on the explanation that has been presented in the previous chapters, it can be drawn conclusions as follows:

1. Education Planning Character

In the management of character education planning in Penyengat Island has been running well seen from the aspects of curriculum planning, educators and infrastructure facilities. Based on these three aspects, the planning management of moral education for elementary school in Penyengat Island has been paying attention to the management functions.

2. Organizing Character Education

In the management of the organization of character education in Penyengat Island has been running well seen from the aspects of organizing curriculum, educators and infrastructure facilities. Based on these three aspects, the management of the organization of moral education for elementary school in Penyengat Island has been paying attention to the management functions

3. Implementation of Character Education

In the management of the implementation of character education in Penyengat Island has been running well seen from the aspects of curriculum implementation, educators, infrastructure facilities, and student affairs. The implementation of the curriculum has been carried out as planned by referring to the content standards and competencies of the graduates. Implementation of this curriculum said the management function of the implementation of educators where education has run its duties and supported the availability of school infrastructure.

4. Supervision of Education of Character

In the management of the supervision of character education in Penyengat Island has been going well seen from the aspects of curriculum supervision, educators, infrastructure, and student affairs. Based on these four aspects, the management of the supervision of character education for elementary school in Penyengat Island has observed that the management functions have been in accordance with the National Education Standards related to the mechanism, procedure, and instrument of student achievement achievement. The fulfillment of educational assessment standards is carried out by the teacher and supervised by the principal directly

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