CHARACTER EDUCATION MANAGEMENT IN DEVELOPING STUDENT BEHAVIOR AT SD NEGERI 1 CIGADUNG, CIGUGUR DISTRICT, KUNINGAN REGENCY

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Abstract

The aim of this research is to analyze the planning, organizing, mobilizing and monitoring of character education in developing student behavior at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency. The research method uses case studies, data collection techniques through interviews, observation, documentation. Data analysis uses the stages of collecting data, condensing data, presenting and drawing conclusions. Data uses checking credibility and confirmability criteria. The results of this research are 1) Character education planning in developing student behavior at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency is carried out by implementing program preparation activities to be carried out, procedures or planning steps to be implemented, material content to be developed, benefits of activities to be carried out. designed and budget resources used for character education activities in developing student behavior, 2) organizing character education in developing student behavior at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency in the form of creating an organizational structure and division of tasks (job description) , as well as the connection between educational structures character in developing student behavior, 2) the implementation of character education in developing student behavior at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency is carried out with various forms of activities including in the process of learning activities, activities, examples, and habituation, and 4) Supervision of educational character in developing student behavior at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency is carried out by: (1) Using a comprehensive, deliberate and proactive approach to character development. (2) Setting an example, (3) Creating a caring community, (4) Providing students with opportunities to perform moral actions, (5) Offering a meaningful and challenging academic curriculum that respects all students, develops their character, and assists them in achieving success, (6) Encouraging student self-motivation. (7) Foster shared leadership and long-term support of character education initiatives .

Keywords: *education, character, behavior*

INTRODUCTION

The government issued Minister of Education and Culture Regulation number 20 of 2018 concerning strengthening character education in formal education units to create a cultured nation through strengthening religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love. homeland, appreciates achievements, is communicative, loves peace, likes reading, cares about the environment, cares socially, and is responsible, need to strengthen character education.

Character education is very important to implement. This is in accordance with Lickona's (1991) opinion that there are seven reasons why character education must be delivered, namely: (1) The best way to ensure that children (students) have good personalities in their lives. (2) Ways to improve academic achievement. (3) Some students cannot form strong characters for themselves elsewhere. (4) Prepare students to respect other parties or other people and be able to live in a diverse society. (5) Starting from the root of the problem related to moral-social issues, such as impoliteness, dishonesty, violence, violations of sexual activity, and low work (study) ethic. (6) As the best preparation for facing behavior in the workplace. (7) Teaching cultural values is part of the work of civilization (Lickona, 2003). Likewise, in terms of character education, to be able to form good character in students, schools should develop three important aspects, namely moral knowing (moral knowledge), moral feeling (moral feelings), and moral action (moral behavior).

The character education implemented should be comprehensive character education. Comprehensive character education is described in the following 11 principles: (1) promoting core ethical values as the basis of good character; (2) define character comprehensively by including thinking, feeling, and behavior; (3) using a comprehensive, proactive, and effective approach to character development; (4) creating awareness in the school community; (5) provide students with opportunities for moral action; (6) include a meaningful and challenging academic curriculum that respects all students, develops their character, and helps them to succeed; (7) trying to encourage students' self-motivation; (8) involving school staff in a responsible learning and moral community in character education and efforts to adhere to the same core values in guiding students' education; (9) fostering shared moral leadership and supporting long-term character education initiatives; (10) involving families and community members as partners in character development efforts; (11) evaluating the character of the school, the function of school staff as character educators, and the extent to which students manifest good character (Glanzer, 2006).

In the governance of character education, good management is needed. Management is a science as well as the art of making other people willing and willing to work to achieve goals that have been formulated together, therefore management requires basic concepts of knowledge, the ability to analyze situations, conditions, existing human resources and think of appropriate ways to carry out activities. which are interrelated to achieve goals (Wanda Sari, 2012). Management wants goals to be achieved effectively and efficiently. These two words are increasingly important today. In other words, a manager's performance is measured by the effectiveness and efficiency of achieving organizational goals, not just achieving organizational goals. These two words were popularized by Peter Drucker, the best-selling management author. According to Drucker, efficiency means doing things right (doing things right), while effectiveness means doing things right (doing the right things) (Drucker, 1991).

This research has a special aspect, namely character formation in developing student behavior at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency. Based on the results of the preliminary study, information was obtained that the school had students who had characteristics that were very different from female students in general. Among their negative traits that stand out the most are: being difficult to manage, likes to joke around, has a tough character, likes to argue, likes to be in groups, so that when they meet their friends at school, it's as if school is used as a gathering place for fellow communities, until finally they forgetting their original purpose for coming to school, namely studying. But behind all that, they also have positive qualities that not many students in general have, such as: brave, honest, self-confident, familiar, not vengeful and have a high desire for curiosity in all things.

RESEARCH METHODOLOGY

The research method used was a qualitative case study. Data sources in research are subjects from which data can be obtained. Primary data sources in this research are: Principal, Class Teacher, PAI Subject Teacher, Students and School Committee. Secondary data sources are data obtained from indirect sources, usually in the form of documentation data and important archives (Nursapiah, 2020). Data collection techniques through interviews, observation and documentation studies. The data analysis used in this research is inductive data analysis, namely drawing conclusions from the facts regarding the management of disciplined character education in developing independence which is carried out at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency specifically and then general conclusions are drawn .

RESULTS AND DISCUSSION

Character Education Planning

The results of this research were obtained from verbatim coding and coding field notes about character education with manual qualitative data processing in accordance with the theoretical basis of GR Terry. Character education planning in developing student behavior at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency is carried out in the initial steps which become the foundation for these activities. In character education planning activities, program preparation activities to be carried out, planning procedures or steps to be implemented, material content to be developed, benefits of the activities designed and budget resources used for character education activities in developing student behavior at SD Negeri 1 Cigadung District are implemented. Cigugur, Kuningan Regency.

In the character education planning dimension, there are also indicators of procedures/steps for planning character education activities in developing student behavior at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency. In connection with determining steps to implement character education in developing student behavior, SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency, Mrs. Lia Nurmaliyah, S.Ag. explained that the steps are (1) Planning and formulating character, (2) Preparing resources and an environment that can support it, (3) Asking for joint commitment (school principals, teachers, employees and student guardians, (4) Implementing education character continuously and consistently, and (5) Carrying out evaluations of programs that are already running.

The material prepared for character education in developing student behavior at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency, according to the results of interviews with the Principal, is related to 5 (five) priorities in character education, namely: religious, nationalist, independent, integrity and mutual cooperation. . The budget aspect for character education activities at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency, according to information from the Principal through interviews, apparently is not budgeted through the BOS Fund in the School Activity Plan and Budget (RKAS), but the Principal for character education development activities budgeted through Income Generating Activities (IGA) managed by the school, through renting the school canteen to the community.

Organizing

Organizing is the process of preparing an organizational structure in accordance with its goals, resources and environment. Thus the results of the

organization is the organizational structure. In organizing character education, organizing can take the form of creating an organizational structure and division of tasks (job description). As the data that the author got from an interview with the head of SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency, Mrs. Hj. Tarsinah, M.Pd. which states that the division of labor is formulated in a meeting and then the conclusions are stated in a school decision letter, those in charge of implementing character education are the entire board of teachers both in the learning process and providing examples, while the person in charge of school and extracurricular activities is the school principal. The PAI teacher is responsible for familiarization and school rules. Meanwhile, teachers are responsible for the learning process and provide good examples for students.

Character Education Movement

Activation of character education management at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency is carried out in various forms of activities including in the process of learning activities, activities, example, and habituation. In the process of integrating character values into character education subjects, it is carried out, as stated by the principal, through a learning process that is in accordance with the RPP developed from the results of training by instilling character values in students in all subjects. The method can be by motivating students to carry out stiqamah in spreading their own benefits to the surrounding environment. This was also expressed by the teacher, that the implementation of character education in the learning process adapts to the RPP that has been created, by combining character values in all subjects, the method can be by providing good role model stories to students and providing advice-advice that can shape the character of students.

In an interview with the teacher, Mrs. Lia Mulyawati, S. Pd.I , stated that teachers are also required to be able to carry out learning by instilling character values in them. As teachers, we are trained to make learning plans with character through several training courses both at school by bringing in experts, as well as training activities outside of school. Some of the points we learned in learning planning, one of which was designing a lesson plan that contained character education in it.

Based on the results of the interview above, character education is implemented by integrating character values into all subjects. The method can be by providing motivation, advice, and problem solving. The character values that are developed as stated by the principal in planning are religious, nationalist, independence, integrity and mutual cooperation. Meanwhile, the implementation of character education activities is outlined in daily activities,

namely by getting used to and giving an example to students, as stated by the school principal that for habituation at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency, is to get children used to praying when starting and ending learning led directly by the teacher, getting used to the culture of kissing hands when meeting the teacher (musafahah) and being disciplined in all things. Meanwhile, in modeling, teachers are encouraged to speak good words so that children will also imitate them. Teachers are also advised to appear neat, polite and disciplined in all matters. And this is also reinforced by the teacher's statement that the habit is through prayer at the beginning and end of lessons, mutual respect for fellow students, and daily religious activities such as congregational prayers, reciting the Koran, studying together and so on. Meanwhile, in modeling we appeal to the teacher council and school staff to set a good example for students

Based on the results of interviews, observations and documentation carried out by researchers, the habits carried out to support the character of students at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency are outlined in routine activities as follows:

1. Praying when starting a lesson and ending a lesson, this activity is routinely carried out by students every time they start and end teaching and learning activities, which is led directly by the teacher council.
2. Shake hands (Musafahah). This activity is carried out when students go to school. Usually there are principals and teachers who stand guard at the school gate while checking the attributes of students. When passing through the gate, students shake hands with the teacher and principal.
3. Congregational prayer, this activity is a routine activity carried out by students to improve the spiritual values of students. They are encouraged to perform congregational prayers every day.
4. Reading the wirid after prayer, this activity is an activity carried out to support students' spirituality.
5. Tadarrus al-Qur'an, this activity is carried out every ba'da duha in order to foster students' religious values and love of reading.
6. Cleaning the classroom or room to foster religious, social and environmental values.

As for example, the teacher council is encouraged to set a good example for students, such as when they see rubbish scattered around, they immediately pick it up, don't smoke in the school environment, dress neatly, speak politely and be disciplined in all things, because teachers are role models for students. Therefore, teachers are encouraged to always provide good examples to students.

1. From the results of interview data, observations and documentation that researchers carried out character education implementation activities at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency, it was outlined in daily, weekly, monthly and annual activities, extra-curricular activities.

2. Daily activities are as follows: 1) Mushafahah/shaking hands, as the researcher explained previously, this activity is an activity that can develop students' character, namely respecting the elderly. 2) The Duhur congregational prayer, this activity is carried out by students during breaks and those who act as priests, namely the teacher council, take turns instilling religious values. 3) Go green (care about the environment), this activity is an activity to care for plants in the school environment, activities are scheduled and students are to water and care for plants in the school environment every day, this is to foster the value of caring for the environment.

3. Weekly activities are: 1) Friday infaq, this activity is held every Friday, usually there are student representatives guarding the school gate carrying boxes to collect donations from other students, not only that, the teacher council also participates in the infaq, while the funds will be collected and at the end of the month a social service activity will be held, the values contained in this activity are religious and caring for other people, 2) Monday ceremony, this activity is held every Monday morning before learning and as a ceremony officer, namely the representative of each -for each class, the value that can grow from this activity is nationalism.

4. The monthly activities are 1) Istighasah, this activity is held every last Thursday of the month towards the end of the lesson and is directly led by the teacher council through speakers, the value that emerges from this activity is religious. 2) Social service, as a continuation of Friday Infaq, this activity is carried out at the end of every month, after the money from Friday Infaq is collected, while the target of social service is the community around the school, the values that can emerge from this activity are religious and caring for other people (social), 3) Literacy, this activity is carried out every 20th. Before starting the start of learning, students are required to read books available in the mobile library. After that, students are required to draw conclusions and submit them in written form to the class leader. The best writing will get a reward. The value that can emerge from this activity is a love of reading. 4) Ceremony every 17th, this activity is held on the 17th of every month and as a ceremony officer, namely a representative of each class, the value that can grow from this activity is love of the homeland.

5. The annual activity takes the form of commemorating Islamic holidays, where every holiday is commemorated with art performances, competitions,

carnivals and social service. The values that can be fostered are religious. Meanwhile, National Holidays are commemorated with art performances, competitions and healthy walks. The value that can be fostered from these activities is love of the country.

6. Extracurriculars at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency are Scouting, scout activities, silat, and computers

Supervision of Character Education

Supervision is defined as a systematic process in placing work standards or performance measures and taking actions that can support the achievement of expected results in accordance with predetermined performance standards. With supervision, the planning expected by management can be fulfilled and run well. Supervision can be achieved effectively and efficiently if it is supported by an appropriate educational management process. In this case, the school is a system which involves various components and a number of activities which need to be managed well and in an orderly manner. If it is not supported by a good management process, it will only result in a slowdown in the organization's pace, and ultimately the goals of character education will never be achieved properly.

There are several things that must be done in supervising character formation at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency, namely: (1) Using a comprehensive, deliberate and proactive approach to character development. (2) Setting an example, (3) Creating a caring community, (4) Providing students with opportunities to perform moral actions, (5) Offering a meaningful and challenging academic curriculum that respects all students, develops their character, and assists them in achieving success, (6) Encouraging student self-motivation. (7) Foster shared leadership and long-term support of character education initiatives.

Supervision in the learning activity process includes monitoring, supervision and reporting. Monitoring is carried out for the three stages of learning implementation including planning activities, learning implementation activities, and activities for assessing student learning outcomes. Supervision is also carried out for the second process where the things that are the focus of supervision are the planning made by the teacher, the implementation of learning in class, and the assessment of learning outcomes. Meanwhile, the reporting process must contain the results of monitoring activities, supervision and evaluation of the learning process. Reporting is provided in the form of a report whose aim is to carry out follow-up actions for development in terms of implementing character formation.

Several forms of follow-up can be given to teachers who have carried out learning processes that implement the 2013 Curriculum, such as reinforcement or rewards to teachers who have been able to meet or exceed the learning process that reaches the minimum standards set. Or, follow-up can also be provided by giving these teachers the opportunity to take part in a training program.

Educational monitoring and evaluation is a process of determining the value of everything in the world of education (i.e. everything that is related to, or occurs in the field of education). Evaluation in character education management is related to character education assessment procedures. Supervision and evaluation of character education at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency, as stated by the school principal, that evaluation is carried out every day and then carried out periodically from weekly, monthly to yearly, for example when there are students who are disobedient with things that have been announced by the school. subject to direct action in the form of sanctions, warnings and being returned to their parents. Meanwhile, in the assessment we use assessment instruments according to the K13 report card through the KI 1 and KI 2 indicators.

Based on the results of the interview above, the evaluation of character education at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency is carried out periodically (daily, weekly, yearly). And assessments are carried out technically in the form of report cards and non-technically, such as sanctions. This is strengthened by the teacher's opinion that the assessment is carried out every day, because if a child violates something, such as saying something dirty, we immediately reprimand him. As for the assessment instrument, it is based on the K13 report card, namely adjusting KI 1 and KI 2.

Based on the results of interviews, observations and documentation that we have carried out, it can be concluded that the evaluation at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency is carried out periodically, be it daily, weekly, monthly or annually. The form of evaluation can be non-technical, such as being directly warned by the teacher when they violate school rules and also being included in the scoring journal, meaning that if a student violates the rules, they will receive points. Meanwhile, technical evaluation is like the indicators in the report card assessment which refer to KI 1 (spiritual attitude) and KI 2 (social attitude).

CONCLUSION

Planning for character education in developing student behavior at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency is carried out by implementing program preparation activities to be carried out, procedures or

planning steps to be implemented, material content to be developed, benefits of the activities designed and budget sources used for character education activities in developing student behavior at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency. Organizing character education in developing student behavior at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency in the form of creating an organizational structure and division of tasks (job description), as well as the connection between character education structures in developing student behavior. The implementation of character education in developing student behavior at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency is carried out in various forms of activities including in the process of learning activities, activities, example, and habituation. Supervision of character education in developing student behavior at SD Negeri 1 Cigadung, Cigugur District, Kuningan Regency is carried out by: (1) Using a comprehensive, deliberate and proactive approach to character development. (2) Setting an example, (3) Creating a caring community, (4) Providing students with opportunities to perform moral actions, (5) Offering a meaningful and challenging academic curriculum that respects all students, develops their character, and assists them in achieving success, (6) Encouraging student self-motivation. (7) Foster shared leadership and long-term support of character education initiatives.

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