

Character Education Management for Students at SMP Muhammadiyah 2 Bandung

Neneng Sulastri

Islamic University of Nusantara, Bandung, Indonesia

Email: nenengsulastri@unius.ac.id

Saurav Kumar

Senior Faculty, Corporate Secretaryship Department, K.B Womens College, Hazaribag, Jharkhand, India

Email: saurav1980kumar@gmail.com

Abstract

This study aims to 1) describe and analyze the planning of character education at SMP Muhammadiyah 2 Bandung, 2) describe and analyze the implementation of character education at SMP Muhammadiyah 2 Bandung, and 3) describe and analyze the evaluation of character education at SMP Muhammadiyah 2 Bandung. A case study research method was used with a qualitative approach. Data collection techniques included interviews, observations, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. Data validity was ensured through persistent observation and triangulation. The findings reveal that the management functions applied at SMP Muhammadiyah 2 Bandung include: (1) Planning for character education by determining the character values to be developed, preparing teaching and administrative staff, reviewing documents related to the implementation of character education reinforcement, and socializing policies to the entire school community, students' parents, and the related public; (2) Implementation of character education by integrating the formulated character education content into all subjects as well as into programmed or planned activities; incorporating character education into daily activities at the school through habituation and role modeling; and fostering communication and collaboration between the school and students' parents; (3) Evaluation of character education is conducted through program evaluation, process evaluation, and outcome evaluation.

Keywords: Management, Character Education, Students, SMP

1. Introduction

The role of education according to law no. 20 of 2003 on the national education system. Education serves the function of developing abilities and shaping the character and civilization of a dignified nation in the context of educating the nation's life. It aims to develop the potential of students to become individuals who are faithful and pious to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and are democratic and responsible citizens. This statement indicates that education also emphasizes the formation of noble character in students. In Islam, the call for noble character is further highlighted by the fact that Allah SWT sent the Prophet Muhammad SAW to perfect the character of all humanity.

Allah SWT praised the Prophet for his noble character as mentioned in the Qur'an: "And indeed, you are of a great moral character." (Q.S. al-Qalam: 4).

However, the reality today shows that many students are engaging in actions that violate moral norms, including free relationships, drug abuse, and student brawls. A 2007 survey by the National Commission for Child Protection reported that in 12 major cities in Indonesia, 62.7% of junior high school students had engaged in premarital sex, and 21.2% of high school girls had undergone abortions. In 2013, the National Family Planning Coordinating Board (BKKBN) reported that 4.38% of children aged 10-14 had engaged in premarital sex, and 41.8% of those aged 14-19 had done the same. Additionally, it is reported that approximately 700,000 female students undergo abortions annually. The issue of drug abuse among students and university students is also significant, with 4.7% or around 921,695 individuals being drug users.

Corruption among state officials remains a serious problem. In 2009, the Corruption Perception Index (CPI) increased to 2.8% from 2.65 in 2008, placing Indonesia 111th out of 180 countries, a significant improvement of 15 positions from the previous year. An update from the Corruption Eradication Commission (KPK) on November 30, 2017, stated that there were 685 corruption cases based on institutional levels, compared to 118 cases in 2016.

Given the frequent reports of declining student morals in Indonesia, there is a perception that schools are failing to educate the nation's children. This perception arises because society views educational institutions as crucial in shaping character. Therefore, character education must once again become the focus of all educational institutions. It is not enough to offer character-based subjects; the school environment must also support character development.

Muhadjir Effendy, the Indonesian Minister of Education and Culture, stated that "strengthening national character is one of the key points of Nawacita, as proclaimed by President Joko Widodo through the National Movement for Mental Revolution (GNRM). This commitment was followed up with the President's directive to the Minister of Education and Culture to prioritize and cultivate character education in the education system. Based on this, the Ministry of Education and Culture has gradually implemented the Strengthening of Character Education (PPK) program since 2016.

To support its implementation, the government issued Presidential Regulation No. 87 of 2017 on the Strengthening of Character Education. This regulation explains that the aim of strengthening character education is to develop a national education platform that places character education as the core of the educational process, supported by public engagement, through formal, non-formal, and informal education while considering the cultural diversity of Indonesia. In line with the goals of strengthening character education, all components of the school must be involved, including the curriculum content, learning processes, quality of relationships, handling of subjects, implementation of co-curricular activities, and the ethos of the entire school environment.

The Strengthening of Character Education (PPK) is a movement in schools aimed at reinforcing students' character through the harmonization of ethical, aesthetic, literacy, and kinesthetic elements, supported by public engagement and collaboration between schools, families, and communities. The PPK movement should integrate, deepen, expand, and align various character education programs and activities that have been implemented to date.

To support the character education strengthening program in schools, all stakeholders must be involved in its implementation, including curriculum content, learning and assessment processes, quality of relationships, handling or management of subjects, school management, implementation of co-curricular activities, utilization of facilities, financing, and the work ethic of the entire school community. Since achieving these goals and creating an environment that is aware of noble character values requires the support of all components, character education implementation requires effective management. Character education management in schools is one effort to minimize disparities in educational outcomes, particularly in student behavior or

graduates, such as brawls, reckless driving, free sex, drug abuse, theft, and other deviant behaviors. This can be achieved through several stages: planning, organizing, implementation, supervision, and evaluation.

2. Literature Review

The term "management" originates from the Latin words "manus," meaning hand, and "agere," meaning to act or do. These words combine to form "managere," which means to handle. This term was later translated into English as "to manage" (verb), "management" (noun), and manager for the person who performs the action. In Indonesian, "management" is translated as management meaning administration or handling.

Nanang Fattah describes management as a science, an art, and a profession. Management as a science is viewed as a field of knowledge that systematically seeks to understand why and how people work together. As an art, management is about achieving objectives through organizing others to perform tasks. When seen as a profession, management is grounded in specialized skills aimed at achieving specific accomplishments, with managers and professionals being guided by a code of ethics.

From an Islamic perspective, individuals are encouraged to do everything in an orderly, neat, correct, and disciplined manner. In the context of modern science, the systematic management of tasks is considered a part of the discipline of management.

2.1. Functions of Management

There are several views on the activities involved in the management process. For instance, George R. Terry explains that management is a unique process consisting of planning, organizing, actuating, and controlling, commonly known as POAC. These actions are carried out to determine and achieve predetermined objectives by utilizing other resources.

- a. Planning involves the entire process of determining all future activities necessary to achieve goals. It requires the ability to visualize and foresee the future to formulate a course of action for the upcoming period.
- b. Organizing entails establishing effective behavioral relationships among personnel so they can work efficiently and make individual decisions in carrying out tasks within the existing environmental context to achieve specific goals. Simply put, organizing is the process of arranging, allocating, and distributing tasks, authority, and resources among the members of an organization in line with the organization's goals, available resources, and the surrounding environment.
- c. According to Koontz and O'Donnell, actuating involves close relations between individual aspects arising from the arrangement of subordinates so that work is understood and effectively and efficiently divided to achieve the organization's real goals. This function includes motivation, leadership, and communication. Management involves the actuating function because, through the actions of principals, teachers, and other leaders, the organization can function and plans can be executed.
- d. Controlling is the process by which an organization ensures that its performance and quality are effective and efficient, thus supporting the achievement of the organization's vision and mission. Control, as a key element of educational management, is used to assess whether all activities are carried out according to plan and serves as a critical component in determining future work plans.

3. Research Methods

The approach used in this research is qualitative, as the study aims to gather information about the management of character education at SMP Muhammadiyah 2 Bandung, which includes planning, implementation, and evaluation. This aligns with the objectives of qualitative research, which seeks to obtain knowledge that can be used to describe a phenomenon or occurrence in the field.

3.1. Data Sources

In general, data refers to all facts and figures that can be used to compile information, while information is the processed data used for a specific purpose. According to Lofland in Moleong, the primary sources of data in qualitative research are words and actions, with supplementary data such as documents, photos, and others. The data in this research was obtained from subjects known as data sources. The data in this study includes information, actions, and activities that can be analyzed in relation to the research focus.

The data sources in this study are categorized into two types: primary and secondary data. According to Lofland in Moleong, the primary data sources in qualitative research are words or actions, with supplementary sources including documents and others. Secondary data sources include documents relevant to the research focus, such as images, photos, meeting notes, or writings related to the research focus. Primary data is directly obtained from the first source, namely the behavior of school/madrasah residents through field research. The specific primary data sources in this study are as follows:

- a. The Principal of SMP Muhammadiyah 2 Bandung
- b. Vice Principals of Curriculum and Student Affairs, teachers (homeroom teachers, subject teachers, guidance and counseling teachers), and students of SMP Muhammadiyah 2 Bandung
- c. Parents/guardians of students at SMP Muhammadiyah 2 Bandung

The data sources in this research were selected through purposive sampling with snowball sampling techniques, as each data source has different roles and provides diverse information according to their functions and objectives. As explained by Arikunto, purposive sampling involves selecting subjects not based on strata, random, or area, but rather based on specific objectives. In this research, the objective was to obtain data on the implementation of character education.

3.2. Data Collection Techniques

The data collection techniques used in this research include observation, interviews, and documentation.

- a. Observation according to John W. Creswell, qualitative observation involves the researcher directly entering the field to observe the behavior and activities of individuals at the research site. In this study, observation was conducted to gather initial data as the background of the research, specifically information regarding the implementation of character education through document review, direct observation, and interviews with the principal.
- b. Interview is a process of obtaining information for research purposes through a face-to-face question-and-answer session between the interviewer and the interviewee, based on the research objectives.
- c. Documentation can be defined as the process of verification based on any type of source, whether written, oral, visual, or archaeological. The documents sought in this research are those related to the implementation of character education values in the

curriculum, student affairs, public relations, and documents on student character assessment or development at SMP Muhammadiyah 2 Bandung.

3.3. Data Analysis

Data analysis is the process of organizing and arranging data into patterns, categories, and basic units of description. In qualitative research, data analysis aims to produce detailed descriptions of situations, events, and individual behavior. This analysis begins from the moment the researcher enters the field to collect data, which is then systematically organized to provide a picture that aligns with the research objectives.

4. Results and Discussion

4.1. Character Education at SMP Muhammadiyah 2 Bandung

a. SMP Muhammadiyah 2 Bandung as a Character Education Implementer School.

The Character Education Strengthening Movement (PPK) is not only a continuation of the 2010 National Character Education Movement but also an integral part of the Nawacita program. Specifically, it aligns with the eighth point of Nawacita, which focuses on the nation's character revolution and the Mental Revolution Movement in education. This movement aims to encourage all stakeholders to shift their paradigm, transforming their mindset and approach to school management.

The PPK movement places character values at the core of education, promoting cultural and civilizational growth among educators and students. There are five core character values interconnected to form a network of values that need to be prioritized in the PPK movement. These five core national character values emphasized at SMP Muhammadiyah 2 Bandung are religious, nationalist, independent, mutual cooperation, and integrity. SMP Muhammadiyah 2 Bandung was directly appointed as a pilot school for the character education strengthening program by the Director of Secondary School Development at the Ministry of Education and Culture of the Republic of Indonesia, under number 2986.1/D3/KP/2016.

This appointment was a recognition of the school's commitment to implementing character education. Prior to becoming a pilot school for character education strengthening, SMP Muhammadiyah 2 Bandung had already branded itself as an innovative school, signifying a commitment to making daily innovations, no matter how small. Since 2011, SMP Muhammadiyah 2 Bandung has also been the largest inclusive school in Bandung, with more than 30 students with special needs.

b. The Concept of Character Education at SMP Muhammadiyah 2 Bandung.

The strategic focus of SMP Muhammadiyah 2 Bandung, as an Islamic school, lies in the development of religious character without neglecting other character values. The daily values emphasized at SMP Muhammadiyah 2 Bandung include good personality, trustworthiness (*amanah*), active listening, humility, and honesty.

The foundation of religious values at SMP Muhammadiyah 2 Bandung is rooted in Muhammadiyah principles, which are mandatory teachings in Muhammadiyah schools. Observations of school documents confirm that school activities are based on religious values, which also underpin other character values.

The strategy is outlined as follows: 1. Enhancing students' moral behavior through habitual practices and fostering a culture of friendliness and politeness. 2. Improving the teaching and learning process by creating an active, creative, enjoyable, and innovative learning environment. 3. Building students' mentality to be competent and self-confident. 4. Encouraging students to consistently contribute positively to the

surrounding community. 5. Advancing and developing knowledge as a skill base for students, thereby producing students who are intelligent, knowledgeable, and obedient to religious teachings. To further enhance the implementation of religious character education, SMP Muhammadiyah 2 Bandung integrates other core values such as nationalism, independence, integrity, and mutual cooperation through classroom-based character education, school culture-based character education, and community-based character education.

4.2. Planning for Character Education Strengthening

Planning is the process of setting objectives and determining how to achieve them. The steps involved in the planning process at SMP Muhammadiyah 2 Bandung are outlined as follows:

a. Defining the School's Character Values. Following the designation by the central authorities, the first step taken by SMP Muhammadiyah 2 Bandung was to establish a character education implementation team.

The function of this team is to implement the directives from the Directorate General of Education of the Republic of Indonesia regarding the management of character education at SMP Muhammadiyah 2 Bandung. The team is responsible for preparing all administrative aspects, as the implementation of character education at SMP Muhammadiyah, being a pilot school, is directly monitored and evaluated by the central authorities.

One of the team's key tasks is to review and select the values to be implemented in the school's character education program. As an Islamic school, religious values are already ingrained in the school culture. To comply with established regulations, the implementation team, with the approval of the principal and other stakeholders involved in character education, decided to incorporate four additional values to complement the religious ones: nationalist, integrity, independence, and mutual cooperation. These values are then further elaborated into everyday principles that guide students in practicing character education at the school.

As a pilot school, SMP Muhammadiyah 2 Bandung adheres to the guidelines for schools implementing character education, focusing on the development of religious, nationalist, independence, integrity, and mutual cooperation values.

- a. Nationalist values emphasize placing the interests of the nation and country above personal and group interests. At SMP Muhammadiyah 2 Bandung, this value is interpreted as encouraging students to always dedicate themselves to being agents of change and progress in their communities through academic achievements.
- b. Integrity Values Integrity means consistently striving to be trustworthy in words, actions, and work. SMP Muhammadiyah 2 Bandung articulates integrity into five guiding principles for innovative school life: good character, trustworthiness/amanah, active listening, not underestimating others, and honesty.
- c. Independence Values Independence refers to not relying on others and using one's energy, mind, and time to realize hopes, dreams, and aspirations. SMP Muhammadiyah 2 Bandung breaks down this value into expectations for students to study diligently, concentrate, and focus; to train regularly to master skills; to develop at least one reliable skill; to achieve excellence; and to dedicate themselves to being agents of positive change and progress in their communities.

4.3. Socializing Policies and Rebranding Plans

The socialization activities were conducted both internally within the school and externally at other affiliated schools. Internally, the policies were communicated to the teaching staff, administrative staff, parents, and students. For SMP Muhammadiyah 2 Bandung students, the

socialization included informing them that the school had been designated as a pilot for implementing character education, which would involve additional activities to complement the existing character-based programs. The socialization efforts at affiliated schools aimed to help spread awareness of the government's character education strengthening program. However, these outreach activities concluded with the 2017/2018 budget year.

The designation of SMP Muhammadiyah 2 Bandung as a pilot school for character education in Bandung was well-received by the school, which began rebranding itself as a "Character School." The research revealed initiatives such as placing a banner at the school's entrance stating its role as a character education implementing school. These efforts served as a means of introducing the school to the public while reinforcing its brand as a pilot school for character education. Through these publications and activities, many other schools have visited SMP Muhammadiyah 2 Bandung for comparative studies on character education management.

4.4. Preparing Educators and Staff

The preparation of educators and staff at SMP Muhammadiyah 2 Bandung was carried out in collaboration with the Faculty of Teacher Training and Education (FKIP) at Universitas Muhammadiyah Bandung (UMM) through training sessions for teachers and staff within the school environment. As explained, "We have a partnership with FKIP UMM. Every Saturday, our teachers go to UMM to learn about implementing character education. We do this in stages."

In addition to collaborating with the university, teachers also regularly conduct workshops related to integrating character values into the learning process, following the guidelines set by the Ministry of Education of the Republic of Indonesia. As stated by Mr. Wahyu Utomo: "For teachers, it is about lesson plans (RPP) and other instructional tools. They learn to incorporate character values into the RPP. These five values must be reflected in the RPP and must be included in every subject."

Workshops continue to be held as a mandatory activity, with a shift in focus towards evaluation and the dissemination of the latest information on character education, rather than merely introducing the concept. These workshops also serve as a follow-up to the character education program, scheduled regularly at the end of each semester in preparation for the following semester. The workshops are guided by resource persons from both the Bandung City Education Office and universities, depending on the workshop's theme. Throughout the year, the school conducts three to five workshops, depending on the school's budget.

4.5. Reviewing School Documents (KTSP, RKAS, Routine Activities, Co-curricular and Extracurricular Programs)

To implement the character education strengthening program, several school documents needed to be reviewed and revised. The curriculum components, specifically the KTSP documents, consist of three main documents:

- a. Document 1 (Buku I KTSP) outlines the vision, mission, educational objectives, school profile, curriculum content, workload arrangements, and academic calendar. These documents were revised to incorporate the five core character values.
- b. Document 3 (Buku III KTSP) contains lesson plans tailored to the potential, interests, talents, and abilities of students in their learning environment. The responsibility for preparing Buku III KTSP lies with each educator.

Funding from the central government was utilized during the initial implementation of the pilot character education program to enhance facilities, implement additional programs, and conduct dissemination activities. Moving forward, character education activities were continued by integrating them into the following year's RKAS.

4.6. Implementation of Character Education Strengthening

Implementation involves a series of planned activities designed to achieve specific goals. The implementation of character education strengthening at SMP Muhammadiyah 2 Bandung is detailed self-development activities aim to provide students with opportunities to develop and express themselves according to their needs, talents, and interests. These activities are outlined as follows:

- a. **Planned Activities: Through Extracurricular Activities.** 1. The extracurricular activities at SMP Muhammadiyah 2 Bandung are divided into two types: mandatory and optional. The mandatory extracurriculars include scouting and martial arts (Tapak Suci), while the optional ones include activities such as calligraphy, KIR (Youth Scientific Group), traditional dance, marching band, futsal, basketball, tahfidz (Quran memorization), and robotics. All extracurricular activities are required to incorporate the five character values: religious, nationalist, mutual cooperation, independence, and integrity. 2. **Counseling Services and Supporting Activities** 3. Counseling services at SMP Muhammadiyah 2 Bandung play a crucial role in the implementation of character education. As an inclusive school, the role of guidance counseling is particularly important. SMP Muhammadiyah 2 Bandung collaborates with the Psychology Department of UMM, where counselors also serve as special assistant teachers for students with special needs (ABK). The counseling services contribute to the character development of students both in class and through collaborative activities with subject teachers and student affairs. The school's KTSP document outlines several character-building activities, including worship activities, inclusive education programs, talent and achievement guidance, counseling, the School Literacy Movement (GLS), Green School initiatives, EKSASSI (Student Expression of Innovative School), and additional hours.
- b. **Unplanned activities:** 1. teacher role models observations and interviews revealed that teachers at SMP Muhammadiyah 2 Bandung regularly greet students in the morning, dress neatly, participate in congregational prayers (Dhuha, Dhuhr, and Asr), and supervise students during these prayers. Teachers also set examples by smiling, greeting, and interacting with students, fostering a culture of mutual respect. For instance, a student from Class VIII-B mentioned that seeing teachers greet and smile at students has encouraged him to do the same. 3. Peer role models are implemented through the "Character Buddy" program, where students with good conduct records and leadership qualities guide their peers in developing positive character traits. This program serves as a medium to teach and apply good character knowledge among students.

4.7. Through Intracurricular Activities

The five character values—nationalism, religiousness, integrity, independence, and mutual cooperation—are reflected in the daily schedule of students. For example, mutual cooperation and independence are instilled through class cleaning duties, nationalism through national songs played over the school's loudspeakers, integrity through the establishment of an honesty canteen, and religious values are deeply embedded given the school's Islamic foundation.

Observations show that the students and staff at SMP Muhammadiyah 2 Bandung are accustomed to participating in these activities. Students, without being told, understand their responsibilities, though some still struggle with discipline, such as arriving late or not wearing

complete uniforms. However, the commitment to promoting character-based activities is evident, supported by a point system recorded in the student discipline book.

4.8. Collaboration with Parents (Parenting Activities, School Committee, and Class Associations)

Parenting activities represent the involvement of students' parents in the character development of their children. The participation of parents in shaping their children's character is crucial, as character education fundamentally begins within the family. Through parenting activities, the school and parents are expected to align their efforts toward fostering positive character development in students.

The establishment of a school committee and class associations also exemplifies the collaboration between parents and the school. This cooperation is essential for the effective management of the character education strengthening program (PPK).

4.9. APSI Activities

APSI, which stands for ajang prestasi sekolah inovasi** (innovation school achievement event), is an annual event organized by SMP Muhammadiyah 2 Bandung, which celebrated its 8th edition in 2019. APSI hosts various competitions for elementary schools (SD/MI) in Bandung.

The event involves the entire school community and serves as a platform to showcase and appreciate students' talents and potential. APSI also provides a simple introduction to character education for the broader community. The core values promoted by APSI include sportsmanship, honesty, cooperation, and responsibility. Observations have shown that APSI is effective in attracting local residents to visit the school, making it an excellent opportunity for school promotion. Students are enthusiastic about participating in APSI, both as contestants and as organizers.

4.10. Evaluation of Character Education Strengthening

Evaluation involves gathering information about the program's implementation to determine its outcomes and guide further actions. The evaluation process at SMP Muhammadiyah 2 Bandung is outlined as follows:

- a. Classroom assessment teachers conduct classroom evaluations of students' character development. Based on classroom observations, teachers consistently monitor and assess students' attitudes according to the assessment forms included in the lesson plans (RPP). In addition to teachers' evaluations, information is also gathered from the student discipline violation book. However, the use of this book has been inconsistent, as many student violations are immediately addressed by teachers or the counseling department (BK).
- b. Internal evaluation meetings are held at the end of each semester to assess the achievements of the plans and implementation over the semester and to design the program for the following semester. In addition to evaluating the process, these meetings specifically address the management of character education within the school. This agenda is crucial because the character education management evaluation format requires the involvement of the entire school community.

The character education management reports from SMP Muhammadiyah 2 Bandung are submitted directly to the Ministry of Education of the Republic of Indonesia following the

established format. These reports, which include the program's strengths, weaknesses, opportunities, and challenges faced during the 2018/2019 academic year, have been reviewed and approved by the relevant authorities.

5. Conclusion and Suggestions

5.1. Conclusion

From the results and discussion about students' noble morals, several conclusions can be drawn, namely as follows:

- a. Character education planning the planning of character education is a process of setting goals and achieving them in the implementation of character education. At SMP Muhammadiyah 2 Bandung, the steps taken to plan the strengthening of character education include: 1). Determining the character values to be developed in the school. 2). Preparing educators and educational staff. 3). Reviewing documents related to the implementation of character education strengthening. 4). Socializing the policies to the entire school community, parents, and the broader society.
- b. Character education implementation involves a series of activities that have been planned to achieve the objectives. The implementation of character education strengthening at SMP Muhammadiyah 2 Bandung is carried out in three ways: 1). Integrating the formulated character education content into all subjects and into planned or programmed activities. The integration model used is a combination of incorporating character education into all subjects and a supplementary model that includes extracurricular activities, guidance and counseling services, and student development programs. 2). Integrating character education into daily activities at school through habituation and role modeling. 3). Building communication and collaboration between the school and the parents of the students.
- c. Character education evaluation is the activity of gathering information about the program's implementation to determine outcomes and guide further action. The forms of evaluation conducted at SMP Muhammadiyah 2 Bandung include: 1). Program evaluation, which is reported directly to the Ministry of Education and Culture of the Republic of Indonesia. 2). Process evaluation, which pertains to the implementation of character education strengthening in the school. 3). Outcome evaluation, which relates to the performance of students in character education.

5.2. Suggestions

Based on the discussion and conclusions about students' noble morals, several suggestions can be provided, including the following:

- a. For the school the management function that can measure the success of character education implementation is the evaluation function. Therefore, optimizing the evaluation function, including program evaluation, process evaluation, and outcome evaluation, should be done thoroughly and continuously to identify the strengths and weaknesses of the program implementation. Involving parents and the surrounding community will significantly aid the evaluation process, as students' character is observed not only at school but also at home and in the community.
- b. For parents and the community families and the community also play a crucial role in shaping children's character. Active support and involvement in character-building programs will help the school achieve its goals of fostering good character.
- c. For future researchers research on management functions, including planning, implementation, and evaluation, encompasses many aspects. Therefore, the researcher recommends that future researchers conduct more detailed studies on character education management in schools.

References

- Ahmad, S. (2016). Character Education Management in Madrasah (A Concept and Its Implementation). *Tarbawi Journal*, 1(2), pp. 1-16. <http://jurnal.uinbanten.ac.id/>
- Ambarita, A. (2016). *School Management*. Yogyakarta: Media Akademi.
- Arifin, B. S. (2019). *Character Education Management*. Bandung: Pustaka Setia.
- Arifin, B. S., & Rusdiana, A. (2019). *Character Education Management*. Bandung: CV Pustaka Setia.
- Azmi, N. (2017). Thesis: Character Education Management of Students of MAN 1 Brebes and MAN 2 Brebes. Retrieved from <http://repository.iainpurwokerto.ac.id/>
- Azwar. (2015). *Human Attitude: Theory and Measurement*. Yogyakarta: Pustaka Pelajar.
- Azzet, A. M. (2016). *Urgency of Character Education in Indonesia: Revitalization of Character Education for Learning Success and National Progress*. Yogyakarta: Ar-Ruzz Media.
- Badrudin. (2020). *Basics of Management*. Bandung: Alfabeta.
- Badrudin. (2017). *Student Management*. Bandung: PT Indeks.
- Barnawi, & Arifin, M. (2016). *Character Education Learning Policy Strategy*. Yogyakarta: Ar-Ruzz Media.
- Cahyaningsih, N. F. (2020). Thesis: Implementation of the Adiwiyata School Program in Instilling Environmental Care at MTs Negeri 2 Blitar. Retrieved from <http://etheses.uin-malang.ac.id/>
- Djamas, N. (2017). *Character Education Problems of Family and Community Resilience*. Bekasi: PT Penjuru Ilmu Sejati.
- Fathurrohman, P. (2017). *Development of Character Education*. Bandung: Refika Aditama.
- Hamalik, O. (2017). *Curriculum Development Management*. Bandung: PT Remaja Rosdakarya.
- Hamidi, F., et al. (2019). Impact of School Headers As a Determination of Policy on Adiwiyata School Sustainability (Study of National Adiwiyata Winning School Jombang Regency). *International Journal of Humanities, Religion, and Social Science*, 3(7), 1–9. <http://www.doarj.org/>
- Hamiyah, N., & Jauhar, M. (2015). *Introduction to School Education Management*. Jakarta: Prestasi Pustakaraya.
- Hariri, H., Karwan, D. H., & Ridwan. (2016). *Education Management*. Yogyakarta: Media Akademi.
- Haris, E., Abas, M., & Wardiana, Y. (2018). *Adiwiyata School: Guide to the Implementation of Independent Adiwiyata in Schools*. Jakarta: Esensi Erlangga Group.
- Hidayat, A., & Machali, I. (2016). *Educational Management*. Bandung: Educa.
- Herviani, V., & Febriansyah, A. (2016, October). Review of the Financial Report Preparation Process at the Young Entrepreneur Academy Indonesia Bandung. *Journal of Accounting Research*, 8(2), 23. Retrieved from <https://ojs.unikom.ac.id/index.php/jira/article/view/525>
- Iswari, R. D., & Utomo, S. W. (2017). Evaluation of the Implementation of the Adiwiyata Program to Form Environmentally Caring Behavior among Students (Case: SMA Negeri 9 Tangerang Selatan and MA Negeri 1 Serpong). *Journal of Environmental Science*, 15(1), 35. <https://doi.org/10.14710/jil.15.1.35-41>
- Jaenudin, N. (2017). Thesis: Environmental-Based Madrasah Management (Research at State Junior High School 2, Bandung City). Retrieved from <http://digilib.uinsgd.ac.id/6650/2/2126>
- Jati, R. (2020). A Total of 2,925 Natural Disasters Occurred in 2020 in the Country, Hydrometeorological Disasters Dominated. BNPB. Retrieved from

- <https://bnpb.go.id/berita/sebanyak-2-925-bencana-alam-terjadi-pada2020-di-tanah-air-bencana-hidrometeorologi-mendominasi>
- Juraid, et al. (2019). Implementation and Development of Adiwiyata Schools to Realize Character of Students Care for Environment. *International Journal of Scientific and Technology Research Character of Students Care for Environment*, 8(10), 1226–1129. <http://www.ijstr.org/>
- Kasmawati. (2019, June). Implementation of Educational Planning in Islamic Educational Institutions. *Idaarah Journal*, III(1), <http://journal.uinalauddin.ac.id/index.php/idaarah/article/download/9073/pdf>
- Komalasari, K., & Saripudin, D. (2017). Character Education Concept and Application of Living Values Education. Bandung: PT Refika Aditama.
- Latifah, W. (2017). Implementation of Character Building and Creativity Learning in the Thematic Learning Process of Grade 1 of Bukit Aksara Elementary School 102 Semarang. UNNES: FIP Thesis. Retrieved from <https://lib.unnes.ac.id/31045/1/1102412002.pdf>
- Mulyasa. (2018). Character Education Management. Jakarta: Bumi Aksara.
- Nadzir, M. (2013, November). Character-Based Learning Planning. *Journal of Islamic Religious Education*, 2(2), 340. <http://jurnalpai.uinsby.ac.id/index.php/jurnalpai/article/view/18/18>
- Nizarani, Kristiawan, M., & Sari, A. P. (2020). Character Education Management Based on Islamic Boarding Schools. *Intelektualita Journal: Islam, Social, and Science*, 9(1).
- Rusdiana, & Nasihudin. (2019). Development of Educational Program Planning. Bandung: CV Pustaka Setia.
- Sahnan, M. (2017, October). The Urgency of Educational Planning in Elementary Schools. *Journal of PPKn and Law*, 12(2), 145. <https://pbpp.ejournal.unri.ac.id/index.php/JPB/article/download/4696/4458>
- Suyanti. (2017, April). Analysis of the Implementation of Character Education at SMKN 1 Wonosari. *Artifact Journal: History and Education*, 4(1). <https://jurnal.unigal.ac.id/index.php/artefak/article/view/734/634>
- Syafril, & Zen, Z. (2017). Basics of Educational Science. Depok: Kencana.
- Tanal, A. N. (2018). Evaluation of the Implementation of the Character Building Training (CBT) Program for Students of the Alauddin State Islamic University of Makassar. UNJ.
- Tanujaya, C. (2017, April). Design of Standard Operational Procedures for Production at the Coffeein Company. *Journal of Management and Business Start-Up*, 2(1), 93.
- Wahyuningtyas, A., & Wibowo, U. B. (2017, April). Management of Character Education at Full Day School Junior High Schools in Yogyakarta City. *Journal 104 Accountability of Educational Management*, 5(1). <https://journal.uny.ac.id/index.php/jamp/article/view/13090/9298>
- Wiyani, N. A. (2018). Character Education Based on Total Quality Management. Yogyakarta: Ar-Ruzz Media.