

Character Education Management In The Development of Student Morality

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Abstract

This study aims to determine the description of planning, organizing, actuating, and controlling character education in the development of student morals in Madrasah Aliyah al-Najah and Madrasah Aliyah al-Falah Jakarta. The theory used in this research was a qualitative approach. Data collection was done using observation, interview, and documentation studies. The results showed that: First, Madrasah Aliyah carried out planning by creating a vision, mission, environmental analysis, and curriculum. Second, organizing was done by creating organizational structures for foundations and schools. Third, actuating was done by associating character education with all subjects and practicing education management in the teaching and learning process. Fourth, Controlling was carried out by conducting evaluations, both formal and non-formal evaluations. Formal evaluation was carried out by conducting UTS (Midterm Examination) and UAS (Final Semester Examination). Meanwhile, non-formal evaluations were to find out the cognitive, affective, and psychomotor aspects of the learners.

Keywords: Management, Character Education, Morality

I. Introduction

Education is not just a transfer of knowledge and information, from one individual to another, but more than that, education is also a serious and systematic effort to increase the potential of noble morals of learners. Developing the potential of learners is not easy, requires serious efforts, systematic, and good management. Therefore, education managers are required to improve their abilities (Aziz Masang, 2021).

One of the disadvantages of education in Indonesia is that education is running as it is, it has not been well managed, so the results are not maximal. The function of education management is very important, namely education planning, organizing education, implementing education, and supervision of education (Alzet Rama, 2022).

Currently, there are students still exist who still haven't not good character. Student brawls, drinking, free association, and drug abuse are still common everywhere.

According to the results of research conducted by *BNN* (National Narcotics Agency) in collaboration with UI (University of Indonesia) shows that:

- a. The number of teenagers who abuse drugs is as much as 1.5% of the population of Indonesia or three million two hundred people, consisting of 69% of teenagers who regularly use drugs, and 31% of adolescent drug addicts with a proportion of men of 79%, and women 21%.
- b. Teenagers who regularly use drugs consist of teenagers who abuse marijuana as much as 71%, methamphetamine users as much as 50%, ecstasy users as much as 42%, and sedative users as much as 22%.

- c. The group of adolescent drug users consists of marijuana as much as 75%, heroin users as much as 62%, methamphetamine users as much as 57%, ecstasy users as much as 34%, and sedative users as much as 25%.
- d. Adolescents who took drugs by injection (IDU) by 56% (572,000 people) with a range of 515,000 to 630,000 people.
- e. The purchase/consumption of drugs reached Rupiah. 11.3 trillion
- f. Within one year the mortality rate of drug addicts who died was as many as 1,500 people.

One of the main causes of juvenile delinquency is due to environmental influences in this era of globalization. Social media that contains negative things, such as porn videos, violent scenes, sexual harassment, and bullying others, is so easily accessible to learners. Therefore, character education is very important, as a means to shape the behavior of learners to become human beings who believe, fear God almighty, and have noble characters.

If this character education is ignored, there will be moral decadence, such as juvenile delinquency, and free association. Nowadays, moral decadence is already evident in the lives of Indonesian people. Indeed, this character education is not only the responsibility of the school, but also the responsibility of parents, the community, and the government. However, the biggest responsibility is with the school.

So far, the orientation of education implemented in Indonesia is more emphasized on efforts to increase intellectual intelligence, less attention to emotional intelligence. This is due to the changing philosophy of Indonesian life which is influenced by the philosophy of life of Westerners who are materialists and hedonists (Sri Wahyuningsih, 2021). Whereas Allah has reminded us not to live too materialistic, as He said in the Qur'an surah al-Takatsur: 1-4.

اَلْهٰنِكُمْ اَلْتَّكَاثُرُ ۱ حَتٰى زُرْتُمُ الْمَقَابِرَ ۲ كَلَّا سَوْفَ تَعْلَمُوْنَ ۳ ثُمَّ كَلَّا سَوْفَ تَعْلَمُوْنَ ۴

"Boasting has neglected you. Until you come to the graves. Nay, but he will soon come to know. Nay, but soon you will come to know."

This materialistic philosophy of life has an impact on education. Education is directed to find as much material as possible and forget about the hereafter. The result of this kind of life philosophy is the emergence of corruption, collusion, and nepotism. Thus, to eradicate corruption, collusion, and nepotism behavior, it should start from the change of philosophy of life view of the Indonesian nation that is too materialistic. Then character education is more noticed and intensified. If the character of the Indonesian nation is good, then corruption, collusion, and nepotism behavior will be reduced.

If the eradication of corruption, collusion, and nepotism only relies on the existence of prison sentences for the perpetrators, then the results are less than maximum, especially the punishment for corruption, collusion, and nepotism perpetrators seems quite light, so it does not cause a deterrent effect. People are not too afraid to go to jail, because they are not in jail for long and if they have a lot of money can get preferential treatment.

A country's outlook on life will have implications for government policy about education, especially in creating a curriculum in schools. Currently, character education in schools is still very minimal, especially in Islamic Religious Education. If in Pesantren (boarding school) to form a human being with good character and noble character takes many years, then it should be character education in schools, especially Islamic Education, and so, too, takes a lot of time. In Islamic teachings, moral education has a very important position. Prophet Muhammad was resurrected to perfect human character. Morality is a trait ingrained in one's soul, which from

that nature arises deeds easily, without requiring consideration of thought first (Mihmidaty Ya'cub, 2022).

The character education management process should be carried out jointly by principals, teachers, and education personnel, ranging from education planning, education organizing, implementing education, and supervising education. It needs to be done, to realize a good curriculum, through character development programs integrated in all subjects, realized in daily life in the school environment, so that it becomes a habit that can then become school culture.

The author was interested in researching MA al-Najah and MA al-Falah Jakarta, to know how the two MAs (*Madrasah 'Aliyah*) manage character education in the development of students' noble morals. Both MAs are known as *Madrasah Aliyah's* favorite for students and become a school that applies school culture, through self-development programs, discipline, and able to print graduates who have noble character.

Both Madrasah Aliyah received "A" accreditation from BAN-SM (National Accreditation Board - Secondary School). Both of them also have the same vision, which is to print students who have noble character and give birth to high-achieving learners as candidates for the nation's leaders.

To get good results in educating the character of students, good management is needed. Gufran (2020), in his research at the Ma'had al-Jami'ah Center UIN Maulana Malik Ibrahim Malang concluded: "The steps for character education management in developing student morals include: Steps of character education management in developing student morals include:

- a. Planning activities through scheduling activities to be carried out 1x24 hours
- b. The activity program is carried out through academic development programs, worship, skills, and student creativity
- c. Evaluation carried out, namely evaluation of activity program
- d. The implications of character education management for the development of student morals, namely making students have an attitude of honesty, discipline, solidarity, courtesy, generosity, social care, care for the environment, respect for achievement, work together, responsibility, independence, love for the motherland, and obedient worship.

2. Research Methods

This research uses a qualitative research method. Qualitative research is a research method to examine natural objects. Researchers as the main instrument, data collection is done by triangulation, data analysis is inductive, and qualitative research emphasizes more on meaning rather than generalization (Sugiyono, 2020).

- a. This research focuses on theoretical and conceptual issues. To collect data, use interview techniques, observation, and document studies. As for increasing validity and level of trust is based on criteria of dependability, credibility, transferability, and confirmability.
- b. In analyzing the data, starting with analyzing the entire data, then reducing the data by making abstractions. Then arrange the data in units and make coding. The last step is to check the validity of the data.

3. Results and Discussion

As favorite schools, both Madrasah Aliyah are managed by applying school culture, through self-development programs, discipline, and being well-appointed, to be able to produce graduates who are noble and high achievers.

"Management is a typical process consisting of actions of planning, organizing, mobilizing, and controlling to determine and achieve goals through the utilization of human resources and other resources." (Winardi, 2020)

Both Madrasah Aliyah do four things, namely planning, and organizing. actuating, and controlling. The following are explained one by one as follows:

3.1. Planning in Character Education Management in the Development of Student Morality

a. Create a vision and mission.

Madrasah Aliyah al-Najah's vision is: "Intelligent, innovative, independent, creative, global-minded and accompanied by the foundation of faith and piety." While the mission is:

- 1) Improving facilities and infrastructure to achieve national education.
- 2) Standards to improve academic quality.
- 3) Increasing the professionalism of educators and education personnel.
- 4) Cooperation with independent institutions and activities.
- 5) Conduct research activities to find useful new ideas.
- 6) Foster the spirit of learning towards competition in the era of globalization.
- 7) Produce qualified and effective graduates.
- 8) Instilling and practicing the values of faith and piety in MA (Aliyah School) al-Najah.

The first step in making strategic formulations is to set the vision. The vision is a mirror image of the internal state and core reliability of the entire organization. Vision reflects the direction and focus of an organization or institution. There are three meanings in the vision, namely: First, the mental image. Second, its orientation toward the future, Third, several aspects give clues about the objectives of the organization/institution and a clue to know where the organization/institution is directed. (M. Setiawan, 2018).

b. Environmental analysis

In analyzing the environment, the two Madrasah Aliyah analyzed three things, namely the family environment, the community environment, and the school environment.

The family environment is the most influential environment and closest to the learner because the learner spends most of his time with the family. Prophet Muhammad said: "Every child is born in a state of faith (holy), both parents who make it Jewish, Cristian or Majusi" (H.R. Bukhari).

From the hadith, it can be concluded that the influence of the environment on the character of learners is very large. A child who is born in a family environment who believes and believes in Allah, then the child will tend to be a child who pious and noble character. Likewise, a child who is born into a non-Islamic family will tend to be a child who follows the religion of his parents.

The community environment is also very influential on the character of the learners. If the learner is in a good community, such as his house near the mosque, then he/she will tend to be a child of good character. Similarly, if he is in a bad environment, it can also have a negative influence on the development of his character.

The school environment is also very influential on the character of the students. In general, students are in school for 7 hours. Almost a third of students' time is spent in school. Thus, it is expected that teachers can have a positive influence on the development of the character of the learners. Although nowadays teachers have difficulty in shaping the character of learners because of the rapid influence of Western culture.

c. Curriculum

The curriculum used by both Madrasah Aliyah is a revised 2013 curriculum in 2016, namely, a combination of Curriculum based on Content Standards (Minister of Education and Culture Regulation No.21 of 2016) and Curriculum based on religion (Ministry of Religion), as a characteristic of Islamic Schools, namely: al-Qur'an and Hadith, Aqidah, Akhlak, Tarikh, Fiqih, and Arabic.

For science related to knowledge and technology, students are equipped with Computer and English skills, as well as extracurricular activities as the flagship program of MA Al-Najah that relies on faith and piety to Allah and noble character.

Curriculum 13 its contents focus on character education and competency-based. With this curriculum, it is expected that students have good character and have a selling point that can be offered to stakeholders and other nations in the world.

The curriculum is a written document containing all subjects to be taught to learners through a choice of various disciplines and problem formulations in everyday life. The main benefit of the curriculum is to direct the teaching and learning process of learners to run effectively and efficiently so that the goals of national education are achieved (*Komara Nur Ikhsan, 2018*).

d. Organizing

Both Madrasah Aliyah organizing by creating a good organizational structure and filling it with people who can carry out the task. Since both Madrasah Aliyah are managed by foundations, the organizational structure is divided into two parts. First, the organizational structure for the foundation. Second, the organizational structure of the school.

Organizing is a series of activities carried out to regulate various activities, assign tasks and authority, and delegate them to employees to achieve company goals.

In the organizing process, two main aspects must be considered, namely departmentalization and division of work. Departmentalization is a grouping of activities of similar and interconnected organizations to be worked together. This will appear on the formal structure of an organization and the diagram organization. Division of labor is the detailing of the task for each individual to be responsible for carrying out a limited set of activities (*Atiek Nurindriani, 2021*).

The organizing procedure can be shown in three steps, namely as follows:

- 1) Detail all the work that must be done for the organization's objectives to be achieved. Sharing all workloads into smaller activities is logically workable.
- 2) Create a working mechanism to coordinate the work of members to become a harmonious, integrated, and harmonious unity.
- 3) The implementation of a good organizing process will have positive implications for the organization to achieve the organization's objective.

Creating a good organizational structure is also important to do. Because a good organizational structure will facilitate the organization in achieving its goals. Organizational structure is a tool to help management in organizing the organization. The influence of organizational structure on its members is also considerable. Organizational work tasks will be shared, grouped, and formally coordinated within the organizational structure.

3.2. Actuating in Character Education Management in the Development of Student Morality

As a favorite school, in the second actuating Madrasah Aliyah did the following:

- a. Trying to associate character education with all subjects.

- b. Implementing education management in the teaching and learning process, especially character education.
- c. Practice character education in daily life in school culture.
- d. Conduct various extracurricular programs related to character education such as Try Out, and Islamic religious mentoring.
- e. Familiarize students with carrying out various activities of worship, such as praying in congregation in mosques, wearing headscarves, saying greetings when meeting, and honoring teachers and others.
- f. Choosing teachers who believe, believe in God, are noble, and professional.
- g. Make teachers an example for learners.
- h. Creating a conducive, comfortable, and enjoyable school environment.
- i. Enforcing the rules with discipline, learners who violate the rules get strict sanctions.

Actuating activities are the main activities in management. No matter how good the planning is, if it is not implemented, it will be useless. Actuating is an activity to realize planning into real action to achieve the goals that have been determined effectively and efficiently.

Actuating is the implementation of what is planned in planning by utilizing the preparations that have been done in organizing, to get good results.

Actuating is an activity to mobilize people in an organization to work to achieve a goal that has become the goal of the organization.

The success of an organization is largely determined by the extent to which people in the organization use non-humane elements. All elements in the organization such as funds, infrastructure, tools, methods, time, and information must be empowered effectively and efficiently. Thus, the human element is the determinant of the success of an organization.

Actuating includes activities carried out by a person who has been determined by the manager to initiate and continue the activities that have been determined by the elements of planning and organizing so that the goals that have been set can be achieved. (Niswah Uswatun, 2021).

Actuating activities are always related to leadership issues and efforts to mobilize human resources. While matters related to the mobilization function can be explained as follows:

- a. Delivering goals to be achieved.
- b. Motivate work to members.
- c. Encourage members to work optimally.
- d. Develop the potential of members to realize maximum results.

The purpose of actuating is to foster motivation and make members know their duties, to consciously carry out their work by the established planning. Experts divide actuating into three actions, namely as follows:

- a. Motivate and inspire members, thus growing awareness and willingness of members to work better.
- b. Guidance is given by example, which includes actions, such as how to make decisions and communicate so that there are language similarities between leaders and members.
- c. The briefing is carried out by providing correct, clear, and firm instructions. All advice and instructions to members must be given clearly and unequivocally to be properly implemented.

While actuating functions include the determination, and fulfillment of the human needs of employees, rewarding, leading, developing, and compensating them.

The main functions of actuating in management are as follows:

- a. Influencing people to become followers
- b. Defeats one's repulsion.
- c. Get people to do their job well.
- d. Cultivate loyalty to the leadership.
- e. Instilling one's responsibility to his God, country, and society.

In addition, actuating in management also functions as follows:

- a. Directing is an activity to realize what has been planned. One way is to provide the necessary information to members so that the activities can be carried out properly.
- b. Commanding is an effort to mobilize people and generate motivation to achieve goals that have been determined by the direction of their potential. The next step is to give orders from the leadership to subordinates, namely a request from the leader to the person below him to do something or repeat a certain activity under certain circumstances
- c. Leading is the giving of examples carried out by the leadership to subordinates in an ongoing activity. Such examples are actions through guidance. Guidance is carried out to influence and establish the direction of their actions.
- d. Coordinating is an effort to move an organization by establishing relationships between leaders and subordinates to have good communication. Communication is carried out so that organizations can interact well, to achieve goals effectively and efficiently.

3.3. Controlling in Character Education Management in the Development of Student Morality

To do controlling, both Madrasah Aliyah conducts formal evaluations, namely holding UTS (Midterm Examination) and UAS (Final Semester Examination). In addition, a non-formal evaluation was also held by each teacher, namely to find out the cognitive, affective, and psychomotor aspects of the learners.

The evaluation is carried out as an activity to control the teaching and learning process, to run by the planning that has been determined, as well as to find out whether the educational objectives have been achieved or not.

In addition, monitoring and evaluation are also carried out by the school, to find out the teaching and learning process. With monitoring and evaluation, the operational activities of both Madrasah Aliyah can be controlled, if things go wrong, they will be corrected immediately

From the research conducted, it is known that both Madrasah Aliyah carrying out monitoring and evaluation, both formal and non-formal have been running well, although there are still things that must be improved, for example, monitoring and evaluation of character education should be done more intensively and programmatically.

Evaluation is the process of examining the performance of an organization, program, project, policy, or other intervention to determine its relevance, adequacy, effectiveness, efficiency, and progress to identify areas for improvement which essentially refers to the combination of evidence and value to determine whether an intervention has benefit, value, or significance (L. Idrus, 2019).

The process of education evaluation, usually involves three elements, namely input, process, and output. These three elements must be in an evaluation, because if the process does not reflect the three elements, then it is feared that the evaluation results do not describe in full the teaching and learning process carried out.

The steps to evaluate education are as follows:

- a. Planning, starting with the question of why evaluation is necessary, what will be evaluated, what is the purpose of evaluation, what techniques will be used, who will be evaluated, when the evaluation is held, where the evaluation is located, how to arrange the instrument, what data will be excavated.
- b. Data is collected through tests, observations, and questionnaires.
- c. Verification of data is done through instrument tests, validity tests, and reliability tests.
- d. Data is processed by giving meaning to data that has been collected, both qualitative and quantitative data, data is processed using statistics or nonstatistics.
- e. Data is interpreted through a variety of test techniques, then ends with a hypothesis test, whether the hypothetical is accepted or rejected, and if accepted why is it accepted? If rejected why is it rejected? What is the significant level?

4. Conclusions and Suggestion

4.1. Conclusions

From the explanation above it can be concluded that the following matters:

- a. Planning In carrying out the planning, both Madrasah Aliyah makes vision, mission, environmental analysis, and curriculum. In general, they've done well. However, there are still things that need to be improved, for example, they have not conducted environmental analysis using SWOT analysis and have not included stakeholders.
- b. Organizing Both Madrasah Aliyah organized by creating a good organizational structure and filling it with people who can carry out the task. Since both Madrasah Aliyah are managed by foundations, the organizational structure is divided in two. First, the organizational structure for the foundation. Second, the organizational structure of the school.
- c. Actuating As a favorite school, both Madrasah Aliyah actuating as follows: (1). Seeks to associate character education with all subjects. (2). Carry out the learning process as best as possible, by the planning that has been made before. (3). Implementing education management in the teaching and learning process, especially character education. (4). Practice character education in daily life in school. Held various extracurricular programs related to character education, such as tryouts, and Islamic religious mentoring. (5). Getting used to students carrying out various activities of worship, such as praying in congregation in mosques, wearing headscarves, saying greetings when meeting, and honoring teachers. (6). Choosing teachers who believe, believe in God, are noble, and professional. (7). Making teachers an example for learners. (8). Creating a conducive, comfortable, and enjoyable school environment. (9). Enforcing the rules with discipline, students who violate the rules get strict sanctions.
- d. Controlling Both Madrasah Aliyah conduct controlling by conducting evaluations, both formal and non-formal. Formal evaluation is carried out by conducting UTS (Midterm Examination) and UAS (Final Semester Examination). Meanwhile, non-formal evaluations were carried out by each teacher to find out the cognitive, affective, and psychomotor aspects of the learners. The evaluation is carried out to control the teaching and learning process by predetermined planning, as well as to find out whether the educational objectives have been achieved or not. From the research conducted, it is known that both Madrasah Aliyah implementing controlling has gone well, although there are still things that need to be improved, for example controlling should be done more intensively and programmatically.

4.2. Suggestion

Based on the conclusions above, the two Madrasah Aliyah are advised to do the following things

- a. Carry out good educational management, in carrying out Islamic Religious Education in schools.
- b. Require students to take extracurricular lessons, especially those related to Islamic religious education.
- c. Practice all Islamic teachings well, while at school, such as praying in congregation, respecting teachers, and reading the al-Qur'an every day.
- d. Provide strict sanctions to students who violate the provisions of Islamic teachings.

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