

## Evaluation of Character Education Management of Students of Senior High School State 2 Tondano

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### ABSTRACT

This study aimed to identify the management of student's character education at SMAN 2 Tondano. This study applied a qualitative approach. The data-collecting techniques were observation, interviews, and documentation. Data collected from that technique were analyzed by using data reduction, data presentation, and verification. The results of this study reveal that the implementation of character education in SMAN 2 Tondano has been integrated into school activity in three main forms: (1) combine with learning activities, (2) combine with extracurricular activities, (3) combine with cultivation and making people accustomed. The management of student character education in public high school 2 Tondano students consists of (1) the planning of character education, (2) the organization of character education, (3) the implementation of character education, and (4) the supervision of character education..

**Keywords:** characters, characters education, characters education management

### INTRODUCTION

Education is an activity carried out by humans to develop potential Which brought since man That born in this world. Educational activities will continue from the time the first humans appeared on earth until the end of life on this earth (Al-Fandi, 2011). According to Ki Hajar Dewantara, as quoted

in the multicultural education book, education is an effort to advance the growth of character (inner strength, character), mind, and body of children (Mahfud, 2010). Referring to understanding Education means the guidelines given to students so that they can carry out their nature as educated beings, be able to carry out their potential, and in their next life will have limitations. Life according to applicable norms. The 21st century brought changes in an era that is popularly known as the era of globalization. The current impact of globalization has made Indonesian people forget about national character education. National character education is the foundation for a nation to help the development of children's souls, both physically and mentally. Character building is a sustainable process and never ends as long as humans exist in advance on Earth. To achieve character education goals, there needs to be good management and synergy between the various educational components involved, Which nature formal, non-formal, and informal, both in schools, families, and communities (Harun, 2013). Character is human behavior related to God Almighty, oneself, and others man, environment, And nationality materialized in thought, attitude, feelings, words, And deeds based on norms (Heri Gunawan, 2012)

In character education in schools/madrasahs, all components (stakeholders) must be involved, including the components of education itself, namely curriculum content, learning and assessment processes, quality of relationships, handling or management of subjects, school management, implementation of activities or co- activities. Curricular, empowerment of infrastructure, financing, and work ethic of all residents and the school environment. Character education in schools/madrasahs can be optimal, effective, and efficient, so effective and efficient management activities are needed. Hence, education character in schools/Madrasahs is also closely related to the management or management of schools/ madrasahs. Management intended is how education character is planned, implemented, and controlled in educational activities in schools/madrasahs in a way adequate. Thus, school management is one of the media Which effective in education character at school/madrasah.

The research chose SMAN 2 Tondano as the research object. The reason is, first, school is a formal educational institution. In Minahasa Regency, there are several public and private high schools. Second, the school can be seen from the hierarchy of the national administrative system in the country We, there is in regional borders urban And rural in Minahasa Regency, which is in the northern region, borders Yogyakarta City, so student character problems are increasingly complex. Third, based on initial observations made, discipline is highly emphasized in school. Students must be at school before 07.00. After that hour, the gate was closed by security guards. Students who are late receive sanctions/coaching. Sigit Purwanto, the student affairs department at SMAN 2 Tondano, stated that in the last three years, there have still been cases of violations of student discipline at SMAN 2 Tondano, such as arriving late, cheating on exams, fighting between friends, carrying cigarettes/sharp weapons at school.

Based on the background described above, the problem formulation in this research is that the implementation of student character education management at SMAN 2 Tondano is not optimal. This research aims to evaluate the implementation of student character education management at SMAN 2 Tondano in 2018.

## RELATED WORKS

Several studies that have been conducted can provide evidence related to the evaluation of student character education management, including research (Harun, 2013), which shows that the family and curriculum play a role in national education. Research (Rimawan and Irene, 2014) regarding the management of character education carried out at De Britto High School and its supporting and inhibiting factors. Research (Banawi, 2009) shows that character-based science learning is effective in improving the character of elementary school students. Research (Wibowo, 2010) explains that education character can be done in various ways, such as indoctrination, modeling, and value clarification. Study (Muhtadi, 2015) The result is that implementing character education in schools can be done in four ways.

### *Management Education*

Management is a concerned social process with the effort of humans with the help of other humans and other sources, using efficient and effective methods to achieve previously determined goals (Hamalik, 2010). Then management is interpreted as ways of managing an institution so that the institution it is efficient And effective. An institution is in the efficient category if the investments made are appropriate And give profit following hope. An institution is said to be effective if the management of the institution uses appropriate principles so that its activities can achieve the planned goals (Tilaar, 2009).

Education reviewed from facet Pedagogy is an effort to develop students' innate potential, both physical and spiritual, according to the values that exist in society and culture (Mahfud, 2010). In another sense, education is an effort to help, train, and direct children through the transmission of knowledge, experience, intellectual and religious following human nature so that they can develop toward the aspired goal, namely a perfect life with the formation of a main personality (Al-Fandi, 2010). Educational management is defined as the process of whole activity together in the field of education, which includes planning, organizing, directing, reporting, coordinating, monitoring, and evaluating the use means infrastructure available personnel, material, and spiritual to achieve educational goals effectively and efficiently (Nata, 2008).

Education management has a function, among them Which has stated by some figure education as following.

(1) Fayol put forward process management consists of the functions of planning, organizing, commanding, coordinating, And controlling; (2) Gulick put forward process management consists of planning, organizing, staffing, directing, coordinating, reporting, and budgeting, (3) Newman formulated the management process started from planning, organizing, assembling resources, directing, and controlling, (4) Sears state The management process is carried out from planning, organizing, directing, coordinating and controlling (Imron, 2003). Another opinion is that the four most important management functions are 1) Planning (planning), 2) Organizing (organizing), 3) Actuating (implementation), and 4) Controlling or supervision (Terry in Ambarita, 2013: 18). And opinion Which last regarding function management education have 5 points important, that is planning, organization, coordination, implementation (movement), and function control (Hamalik, 2010). From exposure to

function management above, the researcher concluded that the management functions at least have five important points: planning, organizing, coordinating, implementing, and control functions. Character building Education character is an effort to educate children so they can make decisions wisely and practice them in life every day so they can make a contribution that is positive to the environment (Megawangi, 2004). Furthermore, character education is the cultivation and development of noble characters in students so that they have these noble characters and apply and practice them in their lives in the family, community, and country (Wibowo, 2012).

Education character The aim is to improve the quality of educational processes and outcomes that lead to character formation And morals glorious participants educate in full, integrated, balanced, following competency standards for graduates in each educational unit (Mulyasa, 2014). So, education is obtained from an educational bench expected capable of increasing their knowledge, study, and personalizing character values in everyday life.

The learning approach in character education requires an andragogical approach in addition to the dominant pedagogy in learning. Pedagogy and andragogic are two sides of the approach that are not dichotomous but form a continuum in the human learning process, and it is possible if both are applied in educational practice, especially the application of character education (Mulyasa, 2014). The character education learning model is a form of education character That is desired achieved. Character education learning models include habituation, role modeling, fostering student discipline, CTL ( Contextual Teaching and Learning ), role-playing, participatory learning, and the urgency of character education.

## METHODS

This research uses descriptive qualitative research. The location of this research is SMAN 2 Tondano in Tataaran, Patar Tondano, South District, Minahasa Regency. This research uses primary data sources obtained through semi-structured interviews and field observations with respondents. The respondents in this research were several teachers at SMAN 2 Tondano. In this research, secondary sources used were literature articles and related sites on the internet with study Which done.

This research uses interview, observation, and documentation techniques. The interviews used were in the form of semi-structured interviews. Observations were carried out using a form of non-participatory observation. Thus, the researcher will come to Public High School 2 Tondano but was not involved in the activities observed. The documents used are notes, transcripts, books, and so on. This research uses analytical techniques for the data model Miles And Huberman, which includes data collection, data reduction, presentation data (data display), and conclusion.

## RESULTS AND DISCUSSION

### *Planning Education Character SMAN 2 Tondano*

Based on the findings in the field, it can be explained that the character education planning of SMAN 2 Tondano follows the educational design preparation stage character Ministry Education and Culture, which states that several things need to be done in the character education design stage, including 1) The types of character education activities in schools have been realized for students in life daily, 2) Material learning has been developed following activities at school, 3) Facilities supporting the implementation of character formation programs at school have been well prepared.

SMAN 2 Tondano's character education planning is divided into:

a. Character Education Planning in Learning

Based on the findings in the field, it can be explained that learning planning Which has been arranged for Teacher Public High School 2 Tondano is by the guidelines for implementing character education in schools from the Ministry of Education and Culture, which states that at the learning planning stage the syllabus, lesson plans, and teaching materials are designed so that the content and learning activities facilitate/have an insight into character education. Which is conducted by Teachers To make syllabus, RPP, and teaching materials with an insight into character education following guidelines implementation of character education in schools from the Ministry of Education and Culture with adapted syllabus, lesson plan, And teaching materials that have been created/exist by adding/adapting learning activities that facilitate the recognition of values, awareness of the importance of values, and internalization of values. It can be seen that teachers make learning plans in the form of a syllabus and RPP (Learning Implementation Plan) at the beginning of each new school year.

The syllabus components prepared by SMAN 2 Tondano teachers include subject identity, school identity, core competencies, basic competencies, main material, learning, assessment, time allocation, learning resources, and integrated character values. The Learning Implementation Plan (RPP) prepared by the teacher at SMAN 2 Tondano has a component of the name of the educational unit, subject identity, class/semester, material principle; allocation time, learning objectives, internalized character values, basic competencies and indicators of competency achievement; learning materials, learning methods, learning media, learning resources, learning steps, and assessment of learning outcomes.

b. Character Education Planning in Extracurricular Activities.

Based on the findings in the field through interviews with school principals, it can be explained that character education planning in extracurricular activities PUBLIC HIGH SCHOOL 2 Tondano following the guidelines for educational extracurricular activities character Ministry Education and Culture, which states that planning extracurricular activities in the unit education done through stages.

(1) analysis of the resources required in maintenance activity extracurricular; (2) identification of need, potency, And participant interest education; (3) set form activities organized; (4) seeking sources Power following choice participant educate or distribute it to educational units or other institutions; (5) preparing an Extracurricular Activity Program.

Character education planning in extracurricular activities at SMAN 2 Tondano is adjusted to needs and potency It is owned by the madrasa, which includes needs analysis, funding planning and means, benefits for students And madrasas, and compiles program activity extracurricular. The extracurricular activity program is prepared by each extracurricular supervisor. SMAN 2 Tondano plans extracurricular activities to be implemented in 2023/2024, including extracurricular scout,

extracurricular youth Red Cross (PMR), extracurricular Youth Scientific Work (KIR), extracurricular Spirituality and Worship, extracurricular sports and Health, extracurricular arts and aesthetics.

c. Character Education Planning in Cultivation and Habituation Activities

Based on the findings in the field, it can be explained that the character education planning in the acculturation and habituation activities of SMAN 2 Tondano was designed at the beginning of the school year. This is following the Ministry of Education and Culture's character education implementation guidelines, which state that school activities in which all or some of the students, teachers, principals, and administrative staff at the school participate are planned from the beginning of the school year, are included to Calendar Academic And which is carried out every day as part of school culture.

The types of activities planned in developing school culture are carried out through self-development activities, namely routine activities, spontaneous activities, modeling, and conditioning. Character education planning in school cultural activities at SMAN 2 Tondano covers activity routine, incidental, conditioning, and exemplary activities. Routine activities held by SMAN 2 Tondano like regards And Salim, praying together in the morning, daily class picket, flag ceremony, clean Friday, and group gymnastics. Whereas activities incidental at SMAN 2 Tondano, among others, inter-class sports competitions, planting 100 trees, race speech, and race cleanliness Between classes, SMAN 2 Tondano carries out conditioning by planning the provision of various learning facilities and facilities learning resources fun and creates a conducive environment, both physical and non-physical.

Organizing Character Education at SMAN 2 Tondano

a. Division of Teacher Duties in Learning Activities

Based on findings in in the field, researchers can explain the division of tasks Teacher in activity learning SMAN 2 Tondano is following the guidebook for implementing the duties of teachers and supervisors, which includes the scope of work for teachers, working hours, job descriptions per type of teacher, and fulfillment of teachers' face-to-face hours. The distribution of teacher duties in learning activities is stated in the Decree of the Principal of SMAN 2 Tondano Number 115/500 dated July 5, 2018, concerning organizational structure And distribution tasks for Teachers and administrative personnel at SMAN 2 Tondano for the 2018/2019 academic year.

b. Division of Duties of Teachers and Employees in Extracurricular Activities

Based on the findings, it can be explained that the division of teacher duties in activity extracurricular following the guidelines for extracurricular activities of the Ministry of Education and Culture, namely the Minister of Education and Culture Regulation, which states that the implementation of extracurricular activities must be supported by the availability builder. Availability This supervisor is stated in Attachment 3 to the Decree of the Head of SMAN 2 Tondano number 115/500 dated July 5, 2018, concerning the distribution of teacher duties in guidance and counseling activities at SMAN 2 Tondano.

c. Division of Duties of Teachers and Employees in Cultivation and Habituation Activities

Based on the findings in the field, it can be displayed that the formation of The committee or person responsible for acculturation and habituation activities is the key to the successful implementation of acculturation and habituation activities at SMAN 2 Tondano. With the existence of

a committee or person in charge of activities, the implementation of activities becomes directed following the program that has been determined.

#### Implementation of Character Education SMAN 2 Tondano

##### a. Implementation of Character Education in Learning

Based on findings in the field, it can be displayed that implementation of Character education in SMAN 2 Tondano learning is following the Ministry of Education and Culture's character education implementation guidelines, which state that learning activities from the preliminary, core, and closing activity stages, are selected and implemented so that students practice the targeted character values.

The implementation of Character Education in Learning at SMAN 2 Tondano is also following Minister of Education and Culture Regulation Number 81a of 2013 attachment IV concerning Curriculum Implementation, which states that the learning process consists of five experiences. Study principles: observe, ask, collect information, associate, and communicate. Based on observations, the learning characteristics of SMAN 2 Tondano were carried out in a way that was effective, efficient, active, creative, innovative, fun, and intelligent. Learning objectives can be achieved by participants' education by what is expected. Students not only master cognitive competencies but also affective and psychomotor competencies. Learning activities are student-focused and dominant. Teachers actively monitor, guide, and direct student learning activities.

The learning process at SMAN 2 Tondano consists of preliminary activities, core, And closing. Mark character that is instilled in the introductory activities between other, Teacher come appropriate time. Mark, what is instilled is discipline. The teacher greets students in a friendly manner when they enter the classroom. Instilled values are polite And care. Pray before opening the lesson. The values instilled are religious. Checking student attendance. The values instilled are discipline and diligence. Pray for students who are absent due to illness or obstacles other. Mark, Which implanted is religious and caring. Ensure that every student arrives on time. The value instilled is discipline. Politely reprimand students who are late. The values instilled are discipline, politeness, and caring. By referring to the syllabus, lesson plans, and material taught, convey item characters to be developed other than those related to KI/KD.

##### b. Implementation of Character Education in Extracurricular Activities

Based on the findings in the field, it can be explained that the implementation of character education in extracurricular activities PUBLIC HIGH SCHOOL 2 Tondano following the Character Education Implementation Guidelines of the Ministry of Education and Culture, which states that extracurriculars are part of the student development program, which includes group field enhancement quality of education. It means activity Extracurricular activities are designed to improve the quality of education in schools, strengthening competency mastery and enriching students' learning experiences through activities outside class hours. SMAN 2 Tondano organizes extracurricular activities consisting of Scouts, Youth Red Cross (PMR), Work Scientific Teenager (KIR), Spirituality and Worship, Sports, and Health, Arts and Aesthetics, as well as Wall Magazine extracurriculars.

##### c. Implementation of Character Education in Cultivation and Habituation Activities

Based on the findings in the field, it can be explained that the implementation of acculturation and habituation activities at SMAN 2 Tondano is by the guidelines for implementing character education of the Ministry of Education and Culture, which state that the development of school culture

of learning activities is carried out through self-development activities, namely: routine activities, spontaneous activities, exemplary, and conditioning. Routine activities carried out by SMAN 2 Tondano include flag ceremonies, group gymnastics, group prayers, commemorations day big national, warning religious holidays, clean Friday, and class picket.

Activity incidental Which implemented by SMAN 2 Tondano between other race inter-class sports, planting 100 trees, speech competition, inter-class cleanliness competition, counseling KRR, devotion social, And language month commemoration. Conditioning and exemplary activities carried out by SMAN 2 Tondano include a clean, neat, safe school environment, making it enjoyable for all inhabitants of the school And committed teachers and employees in providing good examples.

#### Supervision of Character Education at SMAN 2 Tondano

##### a. Supervision of Character Education in Learning

Supervision education character in learning in a way direct done by the teacher eye lesson. Teachers hold a very strategic role, especially in supervising relationships between students in learning activities in class, forming character, And develop potency student. Direct supervision of character education in learning by the school principal is only carried out when carrying out supervision.

##### b. Supervision of Character Education in Extracurricular Activities.

Supervision education character in extracurricular activities directly carried out by Teacher builder extracurricular. Supervision of character education in extracurricular activities by the school principal is carried out in two ways, namely, directly and indirectly. Direct supervision of character education in extracurricular activities by the principal is carried out when the principal takes part in extracurricular activities, and supervision of education character in Extracurricular activities is carried out indirectly by the school principal by checking monthly reports. Extracurricular supervisors play a very strategic role, especially in supervising extracurricular activities, forming character, and developing students' potential.

##### c. Supervision of Character Education in Culture and Habituation Activities.

Supervision education character Culturation and habituation activities are directly carried out by all school components, especially teachers and education staff. Teachers who are responsible for acculturation and habituation activities play a very strategic role, especially in supervising the way activities are planned. Based on the findings in the field, it can be explained that the supervision of character education at SMAN 2 Bangutapan has nuances of character education involving all components in the school.

When students behave defiantly, teachers who know will spontaneously reprimand/give direct guidance. If the problem recurs and requires special treatment coaching done in a way gradually, start by calling the student by guardian class for a briefing. The problem yet To be resolved Can coordinated with the guidance and counseling teacher, but if the resulting behavior cannot be resolved, it can be resolved with the student affairs department, and the student's parents are called. Apart from that, in carrying out monitoring and evaluation, the school collaborates with other parties ( stakeholders ) and engages the participation of the school community and stakeholders with open and accountable principles.

The process of supervising character education is carried out by the school principal and all components of the school. Administrative Supervision is carried out by the principal of the school



document implementation activity owned by the person responsible/executor of the activity. The results of the supervision become reference material For management education year character, Which will come so that school continuously develops character education in various lines of social life at school.

## CONCLUSION

Based on the results of research and data analysis conducted regarding character education management at SMAN 2 Tondano, one can conclude that the implementation of character education is carried out in a way that integrates every School activity take place through three main channels, namely learning activities, extracurricular activities, and acculturation and habituation. Character education at SMAN 2 Tondano is closely related to school management, which consists of planning, organizing, implementing, and monitoring stages Implementation of Student Character Education in PUBLIC HIGH SCHOOL 2 Tondano Already following Minister of Education and Culture Regulation number 20 of 2018 concerning Strengthening Character Education (PPK) for students, because 15 of the 18 expected characters have been achieved. So it has met  $15/18 \times 100\% = 83.33\%$  achievement score with GOOD criteria. In character education, planning should start with socialization by presenting competent experts in the field of character education. This activity aims to build collective awareness about the importance of character education in schools, carry out collective movements, and launch character education for all. Apart from that, several teachers need to be provided a chance for apprenticeship in existing best practice schools in other areas, which have become pilot schools in implementing character education.

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