

The Effectiveness of Education Character Management in State Junior High School 39 Medan

*Fadli Ramadhan¹, Sukarman Purba², Mian Siahaan³

¹(Teacher of, College/ State University of Medan, Indonesia)

^{2,3}(Lectures at State University of Medan, Indonesia)

Abstract: The purpose of this study is to examine how the effectiveness of character education implementation by the management of the school in State Junior High School 39 Medan. The effectiveness referred to in this study refers to the effectiveness criteria which include: inputs, processes, results and productivity to be achieved from the implementation of character education, whereas the outcomes to be achieved from the objectives of character education training in the predetermined school management have a positive impact For students in State Junior High School 39 Medan. The general conclusion of this study states that the management of character education in State Junior High School 39 Medan is categorized as effective and effective. This condition is particularly evident in terms of planning, organizing, implementing, monitoring, and evaluating. Based on the results of interviews, and observations made, it is proven that planning reaches 100% with very effective category, organizing is 92% with category very effectiveness, the implementation of 100% with very effective category, 100% supervision with highly effectiveness category, and evaluation Reached 92% value with very effectiveness category. The school has made every effort to improve effective management to be very effective in order to approach perfection in accordance with applicable procedures. Management of character education that exists in State Junior High School 39 Medan is a system of inculcating the value of character to the citizens of the school that includes knowledge, awareness, and actions to implement those values. The purpose of character education in State Junior High School 39 Medan is to form learners into human beings who have the right personality, right aqidah, akhlaq noble, intelligent mind, healthy and strong physical, and close and love to Quran. To achieve the success of the process of character development in schools must involve many parties, in addition to the internal parties namely foundations, principals, teachers and employees, along with learners, but from outside the parents of students and the community. In State Junior High School 39 Medan, the school established the components of the implementation of character education such as curriculum, organizing, learning process, extracurricular implementation, empowerment of infrastructure and relations with outsiders

Keywords: effectiveness, character education, school management

Date of Submission: 23-08-2017

Date of acceptance: 05-09-2017

I. Introduction

Character is very essential in the nation and state, therefore the loss of character will cause the loss of the next generation of the nation. Characters also have a function as a mover and power so that this nation does not oscillate [1]. On the other hand, the character does not come by itself, but must be built and formed to make a nation dignified[2]. The description leaves a message that the character must be manifestly realized through certain stages. One of the stages that can be done is to build character through education in order to make this nation has a strong character, dignity, and have great civilization. National education aims to develop the potential of learners to become human beings who believe and cautious to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. In the Constitution of the Republic of Indonesia Number 20 of 2003 on National Education System in Article 3 which reads: "National education function to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life. National education aims to develop the potential of learners to become human beings of faith and cautious in a god who is omnipotent, morality, healthy, knowledgeable, capable, creative, independent and become citizens of democratic and responsible.

Message the Minister of National Education and Act is intended for education not only to form a smart Indonesian people but also personality or character so that later will be born a generation of developing nations with a character that breathes noble values of the nation and religion. Character education is a moral education plus character that involves aspects of knowledge (cognitive), feeling, and action. Thomas Lickona said without these three aspects, character education will not be effective [3]. The main state obligation in the field of education can be seen in the opening of the constitution of the Republic of Indonesia, which is the intellectual

life of the nation. One of the government policies in developing the ability and the formation of character and civilization is to roll out character education. It is based that education is the formation of character (character building). In fact, character education can be one means of culture and humanity, because the role of character education is not only integrative, in the sense of strengthening the intellectual moral of learners, but also curative, both personal and social, that can be one means of healing social ills [4].

Education, as stated by the Minister of Education and Culture, Muhammad Noah, is a medicine to combat poverty and the backwardness of civilization [5]. This statement confirms that education is still believed to play an important role in human development, as the progress of civilization is truly human progress. The higher a civilization, then it indicates the more human progress. Good in poverty. The age of poverty is as old as the age of human civilization. Of course, the age of education was as old as the age of human civilization. Therefore, education has always been a way out without alternative for an effort to build civilization and fight poverty. But the reality of education today is still dominated by violent, violent stories, such as brawl between students. The National Commission for Child Protection which is well known in Indonesia language is KPAI noted that there have been 147 fighter cases with 82 deaths during 2012. According to National Commission for Child Protection, currently-the bullying case is the top public complaint. From 2011 to August 2014, KPAI recorded 369 complaints related to the issue. That number is about 25% of the total complaints in education as many as 1480 cases. Meanwhile, there are also parents who question the weak control of the school so that violence can occur in the school environment. The parent also requested that the school be sanctioned against this incident by the responsible institution. Starting from the phenomenon of the problem of education above, the concept of character education becomes interesting to be examined especially when examined how the application and management of character education by the school as a formal education institution.

And, the 2013 curriculum emphasizes character education with the aim of improving the quality of educational processes and outcomes that lead to the formation of noble character and noble character of the learners as a whole, integrated and balanced in accordance with the competency standards of graduates in each educational unit[6]. In carrying out character education, of course, needed a certain way or method to realize the purpose of education itself. Methods that can be done can be exemplary methods, methods of habituation, and methods of praise and punishment. Based on the problems of State Junior High School 39 Medan, as an educational institution has the responsibility of applying character education to improve the quality of human resources. And in this research would like to explore the effectiveness of the process of implementation of character education at the level of State Junior High School 39 Medan.

II. Method

To simplify or assist writers in conducting research, the authors use descriptive qualitative methods in accordance with the discipline of the authors. The method used is a qualitative research method is a method to investigate objects that cannot be measured with numbers or other sizes that are exact. Qualitative research can also be interpreted as descriptive research [7]. As a complement of the implementation of this study the author uses oral history method by obtaining data field. The purpose of oral history is the method of interviews conducted with informants about the things investigated by the author. The objectives of this research are the students of class VII, VIII, and IX and take the research location in State Junior High School 39 Medan by using interview method, filling questionnaires and collecting written materials that support. The time of this research conducted since February 2017 until April 2017. In this research writer use data collection technique that is:

- a. Interview: Technique This technique is used to get the materials or sources of the characters involved in this research orally or interviews which is the author's guidance to obtain information or data examined.
- b. Observation: Techniques A data collection is done through observation and recording of everything that has something to do with the research.
- c. Questionnaire: filling out the questionnaire is done to know the data - data directly and completely based on the things examined by the author. The questionnaires were filled by 7th, 8th, and 9th grade students of State Junior High School 39 Medan.

III. Discussion And Result

3.1 Discussion

3.1.1. The Nature of Character Education in Indonesia

Etymologically the term "character" is derived from the Greek "*karasso*", means 'blueprint', 'basic format', or 'fingerprint' as in fingerprints. In line with the definition of the above characters, Rataq and Korompis, asserted that "the personal character consists of two elements namely the innate character and the built characters [8]. The innate character is a character whose heredity characterizes his personality. While the characters built is a character that develops through coaching and education systematically [6]. And according to John Dewey education is "the process of shaping the fundamental intellectual and emotional suitability toward nature and fellow human beings [9]. Meanwhile, in the context of Indonesia, the author in [2] systematically

contained in the Law of the Republic of Indonesia number 20 of 2003 on National Education System, Article 1 paragraph 1 which reads as follows: Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners Actively develops his potential to have spiritual power, self-control, personality, intelligence, noble character, as well as the skills he needs, society, nation and state. Berkowitz defines Character as an individual's set of psychological characteristics that affects people's abilities and inclination to function morally [10]. Authors in [5,7] mentioned character education interpreted as follows: "character education is the deliberate effort to help people understand, care about, and act upon core ethical value". Meanwhile, the goal of education according to author [7] is for the formation of the embodied character in the essential unity between the subject with the behavior and attitude of life it has. Character becomes a kind of identity that transcends the ever-changing contingent experience.

Character education in Indonesia, as well as in America contains almost the same values. In Indonesia, through the Ministry of Education in detail mentions eighteen values in character education, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, nationalism, love of the homeland, , Friendly / communicative, loving to read, care about the environment, and social care, as well as responsibility. And author in [4] took the lead only by mentioning eight values, namely virtue, beauty, work, love of the homeland, democracy, unity, living moral values, and humanity.

3.1.2. Concept of Character Education at State Junior High School 39 Medan.

The implementation of character education in State Junior High School 39 Medan is implemented by integrated learning method by integrating all aspects that will support the achievement of the objectives and provide the complete basic and comprehensive ability to the students. Alignment includes:

- a. Values and Messages, in the sense that every corner of education is seen and packed according to Islamic teachings. General lessons (natural science, social sciences, and skills) are presented in the framework of Islamic values. Similarly, religious studies (aqidah, akhlaq, fiqh and surah) are not released in the context of life and life in nature (the world).
- b. Educational Reach, every teaching activity should optimize the knowledge, attitude and skills. That is, Learning-Teaching activities not only focus on the knowledge side, but also on the formation of attitudes that contain the values of character education.
- b. Implementation of Education, that the implementation of education, State Junior High School 39 Medan involving the role of parents and society. This involvement is realized in order to create consistent parenting patterns for students, to help optimize educational goals.

3.1.3 Stages Implementation Education Character in State Junior High School 39 Medan.

From some sources and observations made in State Junior High School 39 Medan found that the character education management in State Junior High School 39 Medan has several stages in the management of character education, including as follows:

a. Planning

- Character Education Socialization
Character education socialization is conducted to equate perceptions and strong shared commitment among all components of the school community (educators and educational staff as well as stakeholders). Socialization of the concept of character education so that the implementation of character education will be in accordance with the planning and in line with the shared perceptions and commitments.
 - Preparation of Curriculum by educational unit
Curriculum State Junior High School 39 Medan compiled by a team of compilers consisting of elementary school curriculum development team and school committee under the coordination and supervision of the Education Department of Medan City, curriculum State Junior High School 39 Medan in the preparation of attention to things as follows: 1) Improvement of faith and piety And noble character, 2) centered on the potential, development, needs, and interests of learners and their environment; 3) Diverse and integrated; 4) Responding to the development of science, technology and art; 5) Relevant to the needs of life; 6) Comprehensive and sustainable; 7) lifelong learning; And 9) Balanced between national interest and regional interest.
- a. Organizing education implementers
 - b. Implementation of established goals and plans
 - c. Supervision of the implementation process and process results
 - d. Evaluation of the objectives that have been achieved as feedback effort feedback in the next decision.

3.1.4 Integral Methods for Character Education

Author in [4] mentions practically and simply five elements that can be considered in an effort to direct the school to realistic, consistent, and integral character education.

- a. Teaching

Character behavior based on the conscious action of the subject in carrying out the value. The process of dissemination of values not only takes place in the classroom, but can utilize various other elements, such as curriculum planning process.

- b. Exemplary/Modeling
Exemplary be one of the classic things for successful character education. The real teacher becomes the soul for character education itself. Consistency in teaching character education is not just through what is said through learning in the classroom, but it also appears in the teacher in his / her life outside the classroom.
- a. Set priorities
Character education brings together a set of values that are considered important for the realization of the vision of educational institutions. Therefore, educational institutions should set standards for the characters that will be offered to learners.
- b. Praxis priorities
Another very important element for character education is the field verification of the character that it demands. The intended verification includes how the school's attitude toward violations of school policy, how it is applied in a transparent manner, becomes institutional praxis. The realization of vision in school policy is one way to account for character education in public.
- c. Reflection/Feed Back
After the action and education praxis takes place, it is necessary to hold such an evaluation, deepening or reflection, to see to what extent the institution of education has succeeded or failed in carrying out character education. Successes and failures are then a means to improve progress which is essentially the experience itself. The conectivity of five methods can be seen in Figure 1.

3.2 Results

The results of this study indicate that the management of character education in State Junior High School 39 Medan is categorized as effective and effective. This condition is seen, both in terms of planning, organizing, implementation, monitoring, and evaluation as seen in Table 1. And from the data in Table 1 can be explained each result of each variable, such as the following points.

3.2.1 The Effectiveness of Character Education Planning

Character education planning at State Junior High School 39 Medan has been done very effectively. Planning in the management of education is viewed by State Junior High School 39 Medan is very important, considering all the activities of character education management is preceded by a good plan, so that the character education implementation activities run well in accordance with programs that have been planned and arranged together. To achieve this, the school arranged the character education planning by bringing and discussing it in a deliberation forum involving school structures and stakeholder divisions of curriculum development, principals, vice principals, teachers councils, and school committees.

3.2.2 The Effectiveness of Organizational Character Education

Organizing character education at State Junior High School 39 Medan has been effective. Teachers and education personnel State Junior High School 39 Medan always get coaching from the division of human resources development in the form of guidance and behavior that teaches and foster human resources State Junior High School 39 Medan be a good example, so as to transform the values of noble into the students through exemplary. All units within the organizational structure and citizens of State Junior High School 39 Medan create a school culture based on character education, as the implication that school stakeholders have been organizing character education well.

3.2.3 The effectiveness of the implementation of Character Education

The implementation of character education in State Junior High School 39 Medan has been implemented very effectively. This is evident from the majority of students and the output of State Junior High School 39 Medan has a strong character and good and has more achievement when compared with public primary schools in general. The implementation of character education in State Junior High School 39 Medan is the realization of the character education curriculum planning and character education program activities which have been compiled and discussed previously together in the unity of the Curriculum Development Team along with the stakeholders. In line with that proposed in author [10] that the implementation is an activity to realize the plan into action in order to achieve goals effectively and efficiently, so that will have value. Implementation of character education in educational unit needs to involve all residents of educational unit, parents of students and the surrounding community.

3.2.4 Effectiveness of Character Education supervision

Supervision of the implementation of character education in State Junior High School 39 Medan has been very effective. The principal as a leader regularly periodically controls his subordinates, both

educators and education personnel. The principal supervisory forms are monitoring, field observation and evaluation. Supervision is done by observing the implementation of character education in State Junior High School 39 Medan.

3.2.5 Effectiveness of Character Education Evaluation

Evaluation of the implementation of character education conducted by State Junior High School 39 Medan has been running effectively. But there is one aspect that has not been fulfilled is the absence of the preparation of character education assessment instruments, State Junior High School 39 Medan is still using the School Based-Model Curriculum assessment instrument. The evaluation conducted by State Junior High School 39 Medan is in the form of Supervision, monitoring, evaluation, field observation and report observation report. State Junior High School 39 Medan measures the level of successful implementation of character education with an assessment program that compares the initial conditions with achievements in a certain time. As stated in the Character Education Implementation Guidelines, it is known in 2011 (2011: 11) that Supervision activities conducted by State Junior High School 39 Medan start from reviewing the planning, curriculum, organizing, execution of all activities and comparing the initial conditions with the final conditions and designing the follow-up program.

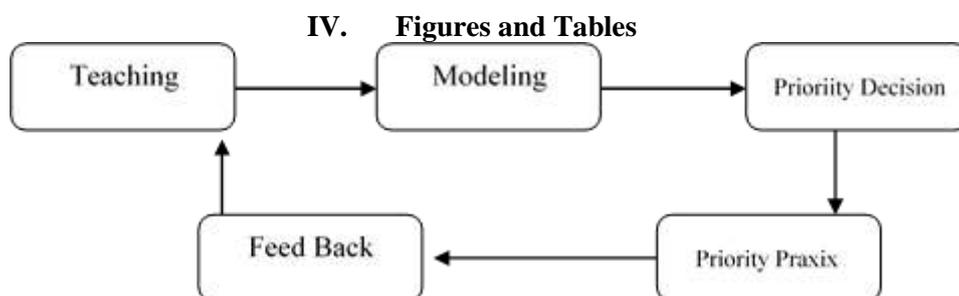


Figure 1: Integral connectivity Character Education

Table 1 : Management result of Character Education at State Junior High School 39 Medan

No	Variables	Total Score	Total questions	x 100 %	Result	Category
1.	Planning	21	21	1 x 100%	100%	very effective
2.	Organizing	12	13	0,92 x 100 %	92%	very effective
3.	Actuating	15	15	1 x 100 %	100 %	very effective
4.	Controlling	7	7	1 x 100 %	100 %	very effective
5.	Evaluating	13	14	0,92 x 100 %	92 %	very effective

Source : Data Processing from State Junior High School 39 Medan

V. Conclusion And Suggestion

5.1 Conclusions

The general conclusion of this study states that the management of character education in State Junior High School 39 Medan is categorized as effective and effective. This condition is particularly evident in terms of planning, organizing, implementing, monitoring, and evaluating. The school has made every effort to improve effective management to be very effective in order to approach perfection in accordance with applicable procedures. The development process implemented in elementary school of State Junior High School 39 Medan encompasses character development that is religious character, discipline, honest, and responsibility. This general conclusion is reduced from the specific conclusions of each of the following studied items:

- a. First, the planning made by the school has been very effective with reference to existing procedures.
- b. Second, the organization conducted by State Junior High School 39 Medan has been effective with reference to the existing procedure. Organizational structure with clear arrangement, details of a position, duties, functions, authority and responsibility of each unit within the organization State Junior High School 39 Medan in facilitating the achievement of the goal of State Junior High School 39 Medan.
- c. Third, the implementation of character education in State Junior High School 39 Medan is very effective with reference to the plan that has been made. The implementation of character education of State Junior High School 39 Medan is done through (1) integrating through the subjects, by incorporating the values of character education in learning tools syllabus and teaching planning, (2) through integration of local content subjects, and (3) through self- Habituation, programmed activities, routine activities, exemplary activities, spontaneous activities, and supporting activities as well as (4) conditioning, conducted with the provision of supporting facilities for character education and character education culture.
- d. Fourth, supervision of the implementation of character education in State Junior High School 39 Medan is very effective with reference to the existing procedures. Supervision in the form of monitoring, evaluation,

and direct observation on the implementation of character education. Supervision conducted by the National Education, foundations, principals and teachers. The guidance for teachers and educators State Junior High School 39 Medan conducted by the human resources development division that every week routinely implemented.

- e. Fifth, the evaluation of character education in State Junior High School 39 Medan is effective. Evaluation is the stage of assessment of success and supervision of the implementation of both the program on integration in character education, and management coaching itself.

5.2 Suggestions

From this research is expected to produce research implications both theoretical and practical. At the theoretical level, this research is expected to contribute to the development of science in the field of education, especially character education of children in school. While on a practical level, this research can provide the right input for education practitioners, school leaders, teachers, and education observers, who have attention to character education.

References

- [1]. Windham, Douglas. M. 1988. *Improving the Efficiency and Educational System: Indicator of Educational Effectiveness and Efficiency*. New York: State University of New York at Albany
- [2]. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
- [3]. Thomas, Tjatjuk. 2011. *Human Resouce for 21st century*. Jakarta: Nusantara Consulting.
- [4]. Kusuma, Doni A. (2010). *Character Education: Strategi Mendidik Anak Di Zaman Global*. Jakarta: Grasindo. pp 92
- [5]. The Minister of Education Indonesia. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
- [6]. Mulyasa, Enco. (2013). *Development and Implementation Curriculum Based-School*. Bandung: PT. Remaja Rosdakarya.
- [7]. Creswell, Jhon.W. (2005). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson. pp 232-235
- [8]. Ratag, Mezak A. & Korompis, Ronald, (2009). *Kurikulum Berbasis Kehidupan: Pandangan tentang Pendidikan Menurut Ronald Korompis*. Tomohon: Yayasan Pendidikan Lokon
- [9]. Dewey, John, (2000). *Managementt in Public School*. Boston: Pearson p.p 453
- [10]. Berkowitz. 2011. *Pendidikan Karakter: Konsep dan Aplikasinya dalam Lembaga Pendidikan*. Jakarta: Kencana. pp 56

Fadli Ramadhan. " The Effectiveness of Education Character Management in State Junior High School 39 Medan ." *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 7, no. 5, 2017, pp. 12– 17.