Research Article
Character Oriented School Education Management in Efforts to Build Student Values

Daman Rasman Syarif Hidayat
Universitas Indraprasta PGRI, Jakarta, Indonesia
Email: daman@unindra.ac.id

Academic Editor: Nguyen Ngoc Anh
Copyright © 2019 Daman Rasman Syarif Hidayat. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Abstract: Education aims to develop students' ability and character formation to become human beings who are faithful, devoted, creative, and independent. The higher the level of education, the wider the variety of knowledge gained from a person. The consequences obtained are even more significant if there is no fundamental understanding of character education applied early. Therefore, the research aims to raise the management of school education in shaping the character of students. This study uses a qualitative approach with a literature review method. The results showed that the management of school education that was oriented to character education made a significant contribution to the formation of values for students, especially in building student character and teaching the importance of faith and piety and the spirit of patriotism. The implementation of nature education-oriented education management involves all existing stakeholders, starting from school principals, teachers and educators, the community and the surrounding environment.

Keywords: Education Management, Character, Students.

A. INTRODUCTION

Education is seen as one aspect that has a significant role in shaping future generations, is an essential factor in human life. With the implementation of the educational process in a professional manner, qualified and responsible human figures and able to anticipate future developments can be realized from the cadres of the nation in our country (Anwar, 2015). Education is one of the elements that can create the progress of civilization and improve the quality of life of a nation. In the implementation of education, the factors of character building and life skills are things that need to be considered (Raharjo, 2010).

Character education must start early because children are the nation's future generation. Character formation from an early age significantly affects the future character of this nation (Rasyid, 2015). Character formation will grow well if they get attention and guidance from parents and schools in the process of growth. Character education has a higher meaning than moral education because character education is related to right or wrong but how to instil habits about good things in life so that children have increased awareness and understanding and concern and commitment to establish policies in life every day (Sudrajat, 2011).

According to Helen G. Douglas, he argued that character is not inherited. Still, something built continuously day by day through thought and deed, thought after thought, action after action (Julaeha, 2019). Character education teaches habits of thinking and behaviour that help individuals live and work together as families, communities, and nations and help them make responsible decisions (Colton & Sparks-Langer, 1993).
Education that is solely focused on hard skills has become obsolete. Now, learning must focus on the development of soft skills (social interaction), since this is critical in molding the nation's children's character in order for them to compete, be ethical, moral, and courteous, and engage with the community (Nurmaulidya et al., 2013). Soft skills education is centered on mindset in order to prepare pupils to adapt to life's reality. The success of an individual is defined not only by their knowledge and technical abilities (hard skills), but also by their ability to manage themselves and others (soft skills) (Al Mufti, 2016).

School education management is intended as a school management process at every level of the education unit, which always pays attention to, considers and internalizes and integrates character values originating from good values, moral values, cultural values, local wisdom values and values. Religious law and the national order and government policies are actualized in every act of education management (Taniod et al., 2015).

Several studies of the following problems support the importance of character education-oriented school education management: (1) The growing need for Human Resources (HR), which is caused by the improvement and development of the human life system, while also with the increase and splendour of competitive educational institutions offering various qualities. Service and management quality. Will the quality of the education guarantee that the graduates have good character? (2) The level of education of each human resource has now begun to increase. The basic level has also been increased through the 9-Year Basic Education program. But do graduates with higher education qualifications guarantee a person to have a mature personality and avoid harmful things?. (3) The weak character of students, including educators and education staff, which results in the ineffectiveness of teaching character values in the learning process, is essentially due to the weakness of the school management system at the school level and even at the higher unit level.

Character education in the school environment is a continuous program integrated into the overall education management system. This is based on: the purpose of national education, namely to form a whole person. This paper will try to discuss the problem of character education-oriented school education management, namely a school management system that integrates character values into the overall order of life and education management, with the central issue that the implementation of character-based school management requires implementation strategies, HR readiness, determining success indicators. Implementation design, evaluation strategy, analysis of obstacles faced and analysis of the needs of character-based school management implementation policies.

B. METHOD

Considering the implicit meaning of the title and the issues addressed, this research is a sort of qualitative literature review, that is, one that does not use quantitative data computations (Moleong, 2007). There are numerous fundamental tenets of qualitative literary research, including the following: (a) The researcher serves as the primary instrument for properly reading the literature; and (b) The research is descriptive in nature. This implies that the work is portrayed in terms of words and images rather than numbers; (c) A greater focus is placed on the process rather than the outcome, as literature is a work that is rich in interpretation; (d) The analysis is inductive; and (e) The primary point is the meaning.

As with library research, documentation is used to collect data, specifically data on variables in the form of books, notes, transcripts, newspapers, magazines, and journals. While the data analysis approach selected is a descriptive analysis, it employs a sequence of logical reasoning
to convert numerous ideas into propositions, hypotheses, postulates, axioms, and assumptions, or to develop theories. The thinking system (Muhadjir, 1998) consists of two components: (a) perceptive thinking, which is used to perceive data that is appropriate and relevant to the study's primary issues; and (b) descriptive thinking, which is used to describe the data systematically in accordance with the study's systematic discussion.

C. RESULT AND DISCUSSION

Education Management is a term used in the educational environment. Coleman (2000) states, "Educational management is a field of study and practice concerned with the operation of educational organizations." This understanding means that education management is a study and practice that focuses on activities carried out within the scope of educational organizations.

Educational management can also be interpreted as a process or system of organizational management and improvement of humanity concerning an education system (Pananrangi, 2017). Meanwhile, Mulyasa (2002) states that "education management means as a systematic, systemic and comprehensive cooperation process in order to realize the goals of national education." This understanding implies that everything related to the management of the educational process to achieve the goals that have been set is educational management. Management or management is an integral component and cannot be separated from the education process as a whole because without management, educational goals can't be realized optimally, effectively, and efficiently (Aziz, 2015). In education management, they involve and empower various sources, namely humans, infrastructure, educational media, libraries, in an optimal, effective, efficient and relevant way to educational goals. Management activities have the functions of planning, organizing, directing, implementing, monitoring and evaluating work.

In other words, one of the strategies that determine the quality of human resource development in schools for the benefit of the nation in the future is to increase the contribution of productivity-oriented education management, both in the short, medium and long term. As stated by Mustari & Rahman (2014) regarding the notion of educational management, namely "as everything related to the management of the educational process to achieve the goals that have been set, both short-term goals, medium-term goals, and long-term goals." So that school leaders must be able to manage all educational activities properly, following the targets and objectives of the implementation of the educational process.

Schools that do not have good education management will hinder their development because their ethos is still less than the standards set. This is due to the lack of innovation from the school community. As said earlier, education management has an element as an organizer that will map out what its resources are (Muhaimin, 2015).

School management with character is management with character values, noble norms, ethics, self-understanding, fellow human beings, nationhood, and dignity integrated with its management.

Some things that need to be considered in the implementation of character school management; Gunawan (2015) suggests the principles of character management applied by schools are:

1. Clarity of duties and responsibilities in schools, there should be clarity of the main tasks and functions of each person so that the responsibilities of each school personnel are clearly stated. In implementing this principle, the values of trust, openness, honesty and accountability should be reflected.
2. Division of work based on professional: This principle directs in giving a task or job (student). It should be based on skills and abilities (the right man in the right place). The placement of a person must be following the job description of the position to be occupied, and the person assigned to the task must meet the required criteria. In its implementation, rational values, commitment, thinking far ahead should be reflected.

3. Unity of policy direction: In school administration, there should be a unified policy direction that can be used as a basis for implementation for school residents so that there is no confusion and confusion or reduce overlapping policies. In implementing this principle, among other things, wise, democratic and human values should be reflected.

4. Regularly: This principle emphasizes that there should be rules that are agreed upon in school administration and make a foothold for all school members. In implementing this principle, the values of togetherness, cooperation and dynamics should be reflected, among other things.

5. Discipline: This principle requires school members always to obey the direction of being obedient and consistent with the rules made and mutually agreed upon. In implementing this principle, the values of steadfastness, respect for time, courage to do the right thing and discipline should be reflected.

6. Fair (balanced): The principle of fairness leads to realizing a balance between rights and obligations, appreciation and work. In implementing this principle, the values of empathy, straightforwardness and forgiveness should be reflected. This means that the justice that will be enforced at the school is based on understanding, concern and willingness to be able to put things in the correct position.

7. Initiative: This principle emphasizes that everyone in the school should have the desire, thoughts, and ideas to do new things continuously. In implementing this principle, it should be reflected in the values of daring to take risks, humility and patience, but remain humble, patient in responding to change and progress.

8. The spirit of togetherness: This principle emphasizes that every school member is an integral part and is an inseparable unit with other features. In implementing this principle, the values of good thought, mutual respect and independence should be reflected.

9. Synergistic: This principle emphasizes that school management should be carried out in an integrated manner, complementing and complementing one field that stands alone from another. In implementing this principle, it should be reflected in the values of respecting the work of others, tolerance and self-sacrifice.

10. Sincerely: This principle directs that the work that has been given should be carried out with a sincere determination to do the best possible and with full awareness. In implementing this principle, it should be reflected in, among other things, the values of devotion and gratitude to Allah Almighty, service to the country and its benefit.

School management and character education should be integrated and interconnected, involving all components and all human resources, infrastructure and media and other stakeholders. The application of school management must plan, coordinate, organize, supervise and manage finances and evaluate all activities in the school. In schools that contain character values in an integrated or integrated manner in their activities according to their respective activities. This means that schools can plan education and programs and activities that instil character values and carry out quality control of schools with character (Rosad, 2019).
The application of character education in school management can be carried out in several fields, including in program planning, in implementing and controlling, monitoring and evaluating programs.

1. Implementation of character education in program planning, the preparation of school work programs should involve all parties involved in schools, namely teachers, students, administrative staff, parents, community leaders, and other institutions interested in education. This activity is carried out by developing and preparing school work plans (RKS), activity plans, and school budgets (RKAS), both short term and long term. In planning, these character elements must be entered and programmed with real.

2. Implementation of character education in program implementation, implementation through program implementation must contain effective, efficient and productive characters. Effective is seen if the results obtained match or are appropriate with national education standards and follow the expected goals. At the same time, efficiency can be achieved if programs and activities are carried out by producing national standards following existing objectives and costs. It is obtained for the productive character if the program implementation follows national education goals and quantitative and qualitative results follow the expected goals. The characters that can be implemented are the values of being independent, responsible, honest, rational, willing to sacrifice, brave, self-confident, fair on promises, disciplined, respecting time, steadfast, open, and orderly. To implement it. Character education in school programs is through 1) planning in the admission of new students, teachers, staff employees, must be following school needs, 2) organizing teacher and administrative staff activities according to their respective fields of work, 3) providing direction and guidance for teachers and staff to work together in working and achieving goals, 4) improving the professional teacher and professional staff both technical and non-technical, in the form of career development, implementing a system of rewards and punishments, teachers and staff,

3. Implementation of character values in control, supervision and evaluation; this program is carried out in school management, including monitoring, maintaining, and assessing implementation planning and work results or performance. All process activities should always be accompanied by the character values of the actors in the school, including being honest, confident, rational. Logical, analytical, critical, motivated, creative, disciplined, tenacious, fair, thorough, dedicated, open, orderly and sportsmanship.

The management of character-oriented school education must be based on the vision of character education set by the school, which is an ideal that will be directed through the performance of educational institutions. Without an image that is expressed through a clear statement that can be understood by all parties involved in the educational institution, every effort to develop character education will be in vain. Therefore, every school should determine the vision of education, which will be the basis of reference for every work, program development and approach to character education carried out in schools.

The vision of character education in educational institutions will further animate each individual when they all feel involved in determining the picture so that the image becomes part of the personal beliefs and beliefs of the educational institution community. Suppose the vision within the educational institution already exists. In that case, the educational institution must also have a mission, namely a more practical operational description, whose indications can be verified, measured and evaluated continuously. The mission is an effort to bridge the daily practice in the
field with ideals that animate the entire movement of educational institutions. The achievement of the task is a sign of success in implementing the vision consistently.

The vision of an educational institution will determine the extent to which the character education program is successfully implemented in the school environment. Through the invention, the school provides a natural environment where ideals and ideals concretely become behavioural guidelines, a source of motivation. Every individual in the institution grows more fully and wholly. Character education that has a fundamental basis of values, with the vision of an educational institution, will be a real example of an attitude to life based on ideal matters.

Character-oriented school education management is the process of determining values. When starting character education, the essential thing is choosing the values instilled or taught to students. According to Hayes, the process of resolving this value must involve the school community, namely teachers, parents and the surrounding community, so that schools will reflect the entire community they serve, able to produce students with characters according to community expectations. This process was carried out by Bulach when he intended to integrate nature into the school curriculum. Bulach surveyed parents, teachers, and religious leaders to obtain the types of values and behaviours expected of their children. Based on the survey results, the school designed the character content for its students.

Budiningsih (2004) asserts that several elements also influence in determining the content of moral education, namely: (1) the characteristics of students, which include economic, religious, cultural backgrounds and stages of cognitive and moral development; (2) the context of the school includes the culture of the community and the philosophy of the State. Character education involves various value compositions, including religious values, moral values, general values, and civic values. Schools have the authority to determine priorities for character education values. Still, in the end, it is the individual himself who cultivates these values following his personal experience as individuals who believe and have the goodwill to live together in a plural society. Thus, character education still provides a place for individual freedom to live up to the values considered good, noble and worthy of being fought for as behavioural guidelines for personal life dealing with themselves, others and God (Isfihani, 2017).

One of the essential elements in character education is teaching values so that students have conceptual ideas about behavioural guiding values that can be developed in developing their character. Several value criteria can be part of the character education framework implemented in schools, among others: 1) priority value; 2) the value of beauty; 3) work value; 4) the value of love for the homeland; 5) democratic values; 6) unit value; 7) moral values; 8) human values and so on.

This conceptual understanding becomes part of character education because students will learn a lot from experience and understanding the values that teachers and educators know in each of their meetings. The teacher's strategy in teaching values in the classroom has become a topic that has been extensively researched. Among them, Veugelers examines the methods that students tend to want when teachers teach values to them.

The results of his research state that teachers should integrate the values they want to instil in students into the subject matter and interactions between teachers and students. Thus the teaching of values is not just a theory but is directly practised and seen concerning other things. This strategy also helps to train students' critical thinking skills to analyze the values that exist in each event. In addition, the teacher should allow for differences in the values that are learned and believed by students and show the values that are believed to be essential.
School Education Management oriented to character education will build a good school culture because the values embedded in the school’s academic community are the essential capital of school culture development. In integrating character education into the school environment to form an influential school culture, which ultimately results in an effective school, several things must be considered, including the following:

1. Principal
   An effective principal should have the following characteristics: a. Perform worship according to religion and belief. b. School principals should be able to act as visionary leadership. c. The principal is responsive to change and is disciplined. d. Able to show himself truly as a school principal in terms of exemplary and leadership traits. e. Familiarize an excellent and influential school culture in the context of internalizing character education. f. Motivate educators and education staff to innovate continuously. g. Have broad insight and respect for challenges. h. Able to communicate effectively with subordinates.

2. Teachers and Educators
   School principals and education staff must also do the following: a. Perform worship according to religion and belief. b. Familiarize an excellent and influential school culture in the context of internalizing character education. c. Able to show himself truly as an educator, in the sense of having an example. d. Continually improve their competence to become professional educators. e. Able to build and grow students’ awareness about the problem of character values both with actions and words.

3. Facilities and infrastructure
   The realization of an effective school requires facilities and infrastructure relying on something that is software. Therefore, the school should: a. Fulfill learning facilities and infrastructure, such as LCD, practicum tools, etc. b. Meet learning support facilities. c. Continuously repairing damaged and outdated suggestions and infrastructure. d. Holding facilities and infrastructure that do not yet exist, such as prayer rooms and so on.

4. Cooperation with the community
   To build effective schools through soft values, schools must create synergies with the community. For this reason, schools must do the following: a. Collaborating with parents of students so that the value of national character is also instilled at home. b. Collaborating with stakeholders in the community so that schools can develop more and can improve their quality. c. Cooperating with school committees and education boards to face global challenges.

D. CONCLUSION
   The implementation of character-oriented school education management is an excellent approach in achieving the goals of national education, philosophically, character-based education management is an obligation and essence that should be conditioned as philosophers, and the destination of national education is the formation of students with character and character. The implementation of school management and character education should be integrated and interrelated, involving many human resources, infrastructure and media, and other stakeholders. The application of school management and teaching management must be able to plan, coordinate, organize, supervise and manage finances, and evaluate all activities within the school that contain
character values in an integrated or integrated manner in their activities according to their respective activities.

The organization of character-oriented education management is carried out with direct orders from the educational institution's leadership. Still, it is necessary to demand an active role from the academic community of the educational institution. The implementation of character education is carried out according to the scenario that has been planned, with each person in charge and each person in charge carrying out their duties as well as possible with various advantages and disadvantages of each. With this, it is hoped that students with solid and valuable characters will arise who are obedient to God Almighty and love the homeland.

REFERENCES
1. Al Mufti, A. Y. (2016). Soft Skill Bagi Guru Dalam Pendidikan Islam. Tarbawi: Jurnal Pendidikan Islam, 13(1).
2. Anwar, M. (2015). Filsafat Pendidikan. Bandung: Kencana.
3. Aziz, A. Z. (2015). Manajemen Berbasis Sekolah: Alternatif Peningkatan Mutu Pendidikan Madrasah. El Tarbawi, 8(1), 69-92.
4. Budiningsih, C.A. (2004). Pembelajaran Moral: Berpijak pada Karakteristik Siswa dan Budayanya. Jakarta: Rineka Cipta.
5. Coleman, M. (2000). Leadership and Strategic Management in Education (Vol. 2). London: Sage Publication.
6. Colton, A. B., & Sparks-Langer, G. M. (1993). A Conceptual Framework to Guide the Development of Teacher Reflection and Decision Making. Journal of Teacher Education, 44(1), 45-54.
7. Gunawan, H. (2012). Pendidikan Karakter: Konsep dan Implementasi. Bandung: Alfabeta.
8. Isfihani, I. (2017). Pembentukan Karakter Bangsa Melalui Paradigma Pendidikan. Al-Riwayah: Jurnal Kependidikan, 9(2), 375-406.
9. Julaeha, S. (2019). Problematika Kurikulum Dan Pembelajaran Pendidikan Karakter. Jurnal Penelitian Pendidikan Islam, [SL], 7(2), 157-182.
10. Moleong, L. J. (2007). Metode Penelitian Kualitatif. Bandung: Remaja Rosdakarya.
11. Muhadjir, N. (1998). Qualitative Research Methodology. Yogyakarta: Rake Sarasin.
12. Muhaimin, M. A. (2015). Manajemen Pendidikan (Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah/Madrasah). Jakarta: Prenada Media Group.
13. Mulyasa, E. (2002). Kurikulum Berbasis Kompetensi Konsep, Karakteristik, Dan Implementasi. Bandung: Remaja Rosdakarya
14. Mustari, M., & Rahman, M. T. (2014). Manajemen Pendidikan. Bandung: UIN Sunan Gunung Djati.
15. Nurmaulidya, E., Sudjarwo, S., & Pargito, P. (2013). Kegiatan Ekstra Kurikuler dan Pembentukan Soft Skill Peserta Didik di SMA. Jurnal Studi Sosial, 1(1), 40967.
16. Pananrangi, H. A. R. (2017). Manajemen Pendidikan (Vol. 1). Celebes Media Perkasa.
17. Raharjo, S. B. (2010). Pendidikan Karakter Sebagai Upaya Menciptakan Akhlak Mulia. Jurnal Pendidikan dan Kebudayaan, 16(3), 229-238.
18. Rasyid, H. (2015). Membangun Generasi Melalui Pendidikan Sebagai Investasi Masa Depan. Jurnal Pendidikan Anak, 4(1).
19. Rosad, A. M. (2019). Implementasi Pendidikan Karakter Melalui Manajemen Sekolah. Tarbawi: Jurnal Keilmuan Manajemen Pendidikan, 5(02), 173-190.
20. Sudrajat, A. (2011). Mengapa Pendidikan Karakter?. *Jurnal Pendidikan Karakter, 1*(1).
21. Tanod, M. J., Sowiyah, S., & Suntoro, I. (2015). Manajemen Sumber Daya Pendidik dalam Pembentukan Karakter Peserta Didik. *Jurnal Manajemen Mutu Pendidikan, 3*(2).