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MORAL DEVELOPMENT OF BANJARBARU 1 STATE JUNIOR HIGH SCHOOL WITH CHARACTER EDUCATION MANAGEMENT

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Abstract

This study aims to determine the education management character in the moral development of students at Banjarbaru 1 State Junior High School. The research method used is a qualitative approach with a descriptive type of research. Sources of data used as sources of information are principals, teacher educators, and students. Data collection techniques in this study used interviews and documentation studies, followed by conducting data reduction, presenting data into tables, and verifying data to draw conclusions. The data validity technique uses triangulation, based on the results of research on the management of character education in the moral development of Banjarbaru 1 State Junior High School students in improving students' morals/morals through the application of character education management that involves all school elements that play a role in creating contributive conditions for student character development. This training is preventive in nature.

Keywords: Educational Management, Islamic Character, Moral Development, Character Education, Junior High School.

INTRODUCTION

Law No.20 of 2003 concerning the National Education System has confirmed that National Education functions develop capabilities and shape the character and civilization of a nation that with dignity in the context of educating the nation's life, aims to the development of the potential of students to become human beings who believe and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen answer (Prof. Dr. Dasim Budimansyah, M.Si; Dr. Kokom Komalasari, 2011).

Character education is actually not a new thing for the community Indonesia. Even since the beginning of independence, the old order era, the new order era, and now the reform order has taken many steps to character education framework with different names and forms (Purnamasari, 2017). In the law on national education for the first time, it was Law 1946 which enacted in 1947 until the National Education System Law No. 20 of 2003 which finally, character education has existed, but has not become the main focus education. Islamic Character education is still combined in religious and religious subjects left entirely to the religious teacher (Yanto, 2020). The

implementation of character education does not will work. So it is natural that until now character education has not shown optimal results. This is evident from the social phenomena that exhibits uncharacteristic behavior (Suwardani, 2020).

To make this happen, it is necessary to find the best way to build and develop human character and the Indonesian nation so that have a good character, superior and noble. The proper effort for that would be through education, because education has a very important role (urgent) and central in embedding, transforming and develop the positive character of students, as well as change the character that is not good to be good (Oktavian & Hasanah, 2021). As experts say, education is a efforts to promote the growth of character (inner strength, character), the mind (intellect), and the child's body (Ridwan, 2018). So it is clear, education is a the main vehicle for developing good student character. Based on observations at Banjarbaru 1 State Junior High School, there are still many violations of the rules committed by students, including truancy and being late, destroying school facilities, littering, buying food outside the school area during school hours, and the level of honesty is still low. Thus, there is a need for character education for students, in order to enable the school to achieve the goals of character education according to the target (Vision: the realization of brilliant achievements, environmentally sound based on faith and piety).

Religious education is Islamic Model education that prepares participants for students to carry out roles that require mastery of special knowledge about the religion in question (Taufiqur Rahman & Siti Masyarafatul Manna Wassalwa, 2019). This religious education organized by schools or educational institutions that are specifically held for that, for example madrasas and religious schools. In addition, this Law also distinguishes the meaning of general education as education that is prioritizing the expansion of knowledge and improving skills, while religious education (as described above) educational institutions that specifically in madrasas or the like (Irwan, 2018).

Therefore, in educational institutions it is necessary to have a leader (head of schools) to regulate everything that happens in educational institutions. Wrong one goal that must be fulfilled by the principal is the formation of morals learners (Sobri, 2017). Leadership in education can be defined as a readiness, the ability possessed by a person in the process of influencing, encourage guide, direct and move others relation to the implementation and development of education and teaching, so that all learning activities can run effectively and efficiently, which in turn can achieve the educational and teaching goals that have been established (Farida & Kamalia, 2020).

Good leadership must be able to build organizational life by developing a culture called the values of excellence or excellence or "value of excellence". Leadership is related to participation of all members or their followers adapt to change in achieving individual and organizational goals, and actively coordinate the tasks necessary to achieve success (Zubaedi, 2011). Schools as an organization, not only need a head schools to manage school resources, which concentrate more on budgetary and other administrative matters. School need leaders who have a vision who can inspire teaching staff and all school communities (Fahroji, 2020).

From this explanation, it seems to strengthen the assumption that leadership is the driving factor of people through handling change and its management has a positive impact on development people belong to an educational institution. Character education management will be effective if it is integrated in school management, particularly school-based management (SBM) (Hidayah, 2021). With words On the other hand, character education in schools is also closely related to management or school management. The management in question is how education character is planned, implemented, and controlled in activities adequate school education. The management includes, among others, assessment lessons for educators and education personnel, SBM is one of the effective media in character education in schools (Irianto, 2010). The success of

character education management in schools cannot be separated from the leadership of the principal who has character as well very hard to be sure (Japar, 2018).

Character education will be effective in schools, especially in Banjarbaru 1 State Junior High School, if the principal himself is characterless. Therefore, the character of the principal as a leader is one of the factors the success or failure of character education management in schools. However, the most influential factor is the teacher. Teachers have to work hard to foster students to become human beings who have morals and character. Teachers are expected with their personality competencies to be able to implementing character education in schools, so that they become personal who have faith and piety and noble character.

In this global era, the threat of loss of character (good) getting real. Real conditions that occur in schools, especially in Banjarbaru 1 State Junior High School which is the object of initial observation for researchers is implementation of the five daily prayers, religious studies and natural tadabbur, In this case, students who are not consistent in their worship problems mean as a form of worship not based on sincerity. In addition, the implementation discipline, starting from uniforms, accuracy in entering class, accuracy home hours, not as expected in character building learners. It can be seen that there are still forms of disciplinary violations. Through Islamic religious learning emphasizing moral education expected to be able to build Islamic values so that they can implement the values of morality and karimah and realize the attitude and behavior of The behavior of his life starts from the students' personal self and is expected continued to the social environment of students (Arifin, 2018).

As a formal institution, Banjarbaru 1 State Junior High School also has: the ideals of educating the nation's life as mandated by the Constitution at the same time the mandate of the caliph through character education. As one's trust leader to lead mankind, moral education is made basis in the formation of Islamic character in particular and the character of the nation in general. From the description of the background of the problem above, it encourages researchers to conduct a study entitled "Education Management Character in the Moral Development of Students at Banjarbaru 1 State Junior High School".

RESEARCH METHOD

In this study, researchers will describe education management character in the moral development of students at Banjarbaru 1 State Junior High School then the descriptive-qualitative method is used (Achmadi, 2011). This research was conducted in precisely on Jl. Pangeran Suriansyah No.4, Kemuning, South Banjarbaru District, Banjar Baru City, Kalimantan Selatan.

The subjects in this study were principals, teachers and students. The focus of the subject is the Principal. The subjects of this study were selected using a purposive sampling technique in which the research subjects and research sites were selected with the aim of understanding the main problems to be studied and in accordance with the objectives of the researcher. Purposive sampling is a technique of collecting data sources with certain considerations. Certain considerations, for example, the person is considered to know best about what we expect (Sugiyono, 2017).

Primary data is a data source that directly provides data to data collectors (Sugiyono, 2017). In this case, the researcher will obtain primary data from the principal, teachers and students of Banjarbaru 1 State Junior High School. Secondary data is data obtained through observation or observation through documentation which includes history, profiles, and photos of instrument activities as well as data collection. Instruments other than humans (such as interview guidelines, observation guidelines and so on) can also be used, but their function is limited to supporting the task of the researcher as an instrument. Secondary data is a source that does not directly provide data to data collectors, for example through other people or documents.

Data collection techniques are the most important rarity in research, because the main purpose of research is to obtain data. Without knowing data collection techniques, you will not get data that meets the data standards set. Data collection can be done in various sources and in various ways. In qualitative research, data collection is carried out in natural settings (natural conditions), primary data sources, data collection techniques are more on participant observation, in-depth interviews and documentation (Soendari, 2012).

To analyze the data qualitatively, the authors analyze using the following methods: 1) Domain Analysis; 2) Taxonomy Analysis; 3) Componential Analysis. The data validity process is carried out to provide an overview of the truth of the data that the authors found in the field. The data validity test includes data credibility (internal validity), data reliability (reliability) front test and objectivity test. Checking the validity of the data is carried out to collect information about the condition of one informant with another informant (Alwasilah, 2011).

RESULT AND DISCUSSION

Based on the results of observations, interviews and documentation conducted by researchers at Banjarbaru 1 State Junior High School, it shows that the management function of character education for students is divided into 4 (four) parts as follows:

1. Student Character Education Planning

Related to the planning process of student character education at Banjarbaru 1 State Junior High School, the head of the school said: "So starting from the planning process for character building activities, we put it in the School Work Program (PKS) in which there is the cultivation of noble character. Then we determine the goals of character education as I stated earlier. Then we integrate character values into all subjects, extracurricular activities, and madrasa programs. Character education for students at this school has begun at the beginning of the new school year along with evaluating character education programs. Furthermore, by internalizing character values into learning activities in all subjects and extracurricular activities and madrasa programs. Character values are also inherent in school culture. For example, greeting and greeting each other at the gate, dhuha prayers, ceremonies, dhuhur prayers in congregation and many other activities."

2. Organizing Student Character Education

In the process of organizing the character education of students in Banjarbaru 1 State Junior High School, Mrs. Erdalena as the Principal said: "We have a letter of assignment (SK Principal). So here for the cultivation of that character, if possible, I can divide it into two that are abandoning the effort, planning and seeing what has happened is the destiny of the almighty and whatever knowledge we have learned we should put it into practice. Because this is a school of various religions. Well, here all teachers have main duties and functions according to their respective positions. For example: there are picket teachers, such as the picket of shaking hands at the gate, picketing your table, picketing the ceremony, and so on."

3. Implementation of the Character Education of Students

The process of implementing character education for students at SMPN 1 Kota Hulu Sungai Utara, obtained from the statement of Mrs. Erdalena as the head of the school at Banjarbaru 1 State Junior High School, as follows:

"Those related to character values are carried out in an integrative way by all teachers, not only Religion or Civics teachers. If the implementation of the daily program is automatic, the character planting is attached to the rules set out in the school rules, yes, starting from student attendance on time, praying, implementing KBM, student responsibilities in carrying out classroom tasks, student responsibilities in carrying out assignments - homework. The weekly ones have gymnastics, we have religious activities and so on. Which once a month is incidental according to the

schedule, for example, value planting In the character of nationalism, there are commemorations of national holidays such as August 17, National Education Day, National Children's Day, youth, etc. And for religious ones, there are Isro'mi'raj, Maulid Nabi, 1 Muharram, Eid Al-Adha and so on."

4. Evaluation of Student Character Education

Evaluation of the implementation of character education requires a special assessment, this assessment is carried out to obtain information objectively, sustainable and comprehensive information about the process and the results achieved, so that later it will be used as a basis for determining further actions. Evaluation is an attempt to determine the state of an object by using certain tools (instruments) and comparing the results with certain standards to obtain conclusions (DharmaKesuma, 2012, p. 138).

An explanation related to the evaluation was expressed by Erdalena that: "The evaluation of character education in this school is carried out by observing changes in children's behavior, reports on observing student character behavior, and assessing through scoring. The evaluation is carried out in the form of a journal. So later any time. For example, when I go for a walk there is a child who is disorganized, his clothes are not included. Right then and there, I found out that I was taking notes what is their name and report to their respective homeroom teachers. Which point will be violated later, it means that it is not disciplined, yes, in the discipline column we will tick 1. Later at the end of the year it will be added up. Now, the model is not averaged but uses the mode (which one often appears), if the one that often appears is good, then yes it's good if there is no violation record, so it's very good. What is recorded is only when there is a violation".

CONCLUSION

Based on the results of research on Management of Character Education in Moral Development of Students at Banjarbaru 1 State Junior High School, it can be concluded:

1. Character-based education management planning is contained in school-based management, the authority given by the principal to manage his own school household. As is This authority triggers the creativity of a principal as a manager to develop his school. The findings at Banjarbaru 1 State Junior High School, in managing student character-based education management planning, involve all elements, both principals, stakeholders and parents of students, as well as the surrounding community who are involved in determining character values that will be applied in schools as set out in the order.

2. The implementation of character education management involves all elements of the school, including principals, teachers, school guards, and canteen guards who play a role in creating conducive conditions for the development of the character of students. In addition, the implementation of character education management in the classroom is carried out in teaching and learning activities by integrating character values in each subject. While outside the classroom it is implemented in organizational activities. In addition, in interacting between teachers and students, apply the habits as stated in the rules school.

3. Assessment of character education management in the form of observations of all teachers involved in the process of assessing the character of students by making notes on the development of students. Assessment in the learning process is formative, meaning that the results of the learning assessment are used to take corrective action compared to character education indicators. School rules are preventive as well as repressive. Evaluation of the implementation of this regulation is to determine the level of success of the school program in character building.

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In this case, the suggestions put forward by the author are as follows:

1. The formation of the character of students requires a lot of seriousness urgent. For that, it requires character education management in school. The purpose of the school is to produce a generation of people who character in accordance with religious values, customs, culture, nation and country.

2. For all educators and education staff, they should always strives to continue to carry out their duties properly professional, work and carry out the task with sincerity intend to worship, be honest with yourself and with others in educating, fostering, and guiding, simple and fair, as well as increase your potential to achieve better potential. as big as your conviction is as big as your gain. Even the best can be improved, and be serious in enforcing student discipline, because what they see, hear, feel and do from you, will always be they remember until the end.

3. To the principal, especially the teacher who is the mentor, educators, trainers, student assessors, in this case teachers at Banjarbaru 1 State Junior High School is advised to teach by example, because exemplary is the key to success in implementing values character. In addition, habituation of commendable behaviors.

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