



THE ROLE OF MANAGEMENT IN THE ESTABLISHMENT OF NOBLE CHARACTER OF STUDENTS (Qualitative Study at SMPN Satap 1 and SMPN 3 Jatisari, Karawang District)

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Abstract - *This research is motivated by the still occurrence of juvenile delinquency at the first school age due to the weak cultivation of noble character values through the school curriculum. The research was conducted to obtain an overview of the role of management in shaping the noble character of students which was studied based on planning, organizing, implementing, supervising, inhibiting factors and improvement efforts. This study uses a descriptive method with a qualitative approach through interview, observation and documentation studies. The results of the study indicate that the role of management in the formation of the noble character of students can give meaning to the concept of managing educational and learning activities through planning, organizing, implementing, and supervising, but to achieve the appropriate goals, it is expected that there are still obstacles in the availability of infrastructure, abilities and sincerity of the students, educators, and the lack of school cooperation with related external parties. Thus, to achieve this character requires the support of school resources, the involvement of family, community and local government in carrying out sustainable noble character development.*

Keywords: *Management Role, Character Building Of Noble Character, Implementation Of Character-Based Curriculum.*

1. INTRODUCTION

Juvenile delinquency that still occurs today is due to the lack of inculcation of noble character values, and one of the planting of noble character values in schools. The National Commission for Child Protection (Komnas Anak) noted that the number of violence against children continues to increase every year. According to the General Chairperson of the National Commission for Child Protection, Arist Merdeka Sirait stated that:

The increasing number of adolescents who have sexual relations has an impact on increasing the number of sexual crimes committed by children and adolescents. Of the 3,339 cases reported to the National Commission for Children in 2013, 58 percent were cases of sexual crimes. Of that number, 16 percent of the perpetrators are children. That number has increased this year. Until the

first semester, according to Arist, there have been 1,039 cases reported to Komnas. More than 50 percent are cases of sexual violence. Of that number, 32 percent of the perpetrators were children. There is even a 9 year old child who has become the perpetrator. (<http://www.bkkbn.go.id> 10.03.2016)

In Karawang district, student brawls are also increasing in 2014 there were 139 cases of brawls, and as many as 12 cases caused death. In 2014 the number of brawl cases was 339 and as many as 82 died. (www.syababindonesia.com. 20.12.2015). Not only brawls are increasing among students, many of them are even involved in drug abuse. This is in line with what was stated by the National Narcotics Agency (BNN) and the UI Research Center for Drugs Abuse, which shows that:

For Karawang district, according to BNN in 2014 around 50-60% of drug users came from among students (detikhealth 6-6-2015). Meanwhile, in the Karawang district in 2013, according to Bambang Fitrianto, BNNK's Community Empowerment Counselor: students are in the top position for positive drug use. (www.radarkarawang.com 20.12.2015)

Moral decline among school age that often occurs, the government continues to make efforts to prevent it. In the world of education, the government seeks to integrate character education into the school curriculum in every subject. The formulation of a curriculum that combines cognitive, affective and psychomotor domains is expected to create intelligent students and have good character based on life values, although so far it has not been maximized. This happens because the learning process still focuses on cognitive aspects based on results, the learning process is still oriented towards achieving numerical values, so that there is an imbalance between cognitive and affective as expected results in education, namely the formation of attitudes, knowledge and skills of students.

According to Azizy in Naim (2014: 28), there are six factors that are the weak points of the national education system, so that the implementation of the curriculum is always hampered. The six factors are: (1) a rigid and centralized education system, (2) the national education system does not consider the reality in society, (3) a rigid bureaucratic system and often becomes a political vehicle for the rulers, (4) the shackles of teachers and their role as bureaucratic tools, 5) education that is only oriented to the cognitive side, 6) children are never accustomed to being creative and innovative.

Implementation of the character building curriculum at the school level, not all schools are able to implement good character education management, some still rely on the internal capabilities of the school, have not been supported by infrastructure, the ability of educators and the involvement of relevant parties to the fullest, so as to achieve the vision, mission, goals schools and national education in shaping a dignified character and nation have not been achieved optimally. For this reason, the character building curriculum developed by the government in its implementation must also be supported by the school's ability to manage it.

2. MAIN THEORY

Management according to Terry in his book "Principles of management" which is followed by Rohman (2014: 11) defines, 'management is a process that does not discriminate against planning, organizing, mobilizing implementation and supervision, by utilizing both science and art, in order to achieve predetermined goals'. Management according to Sudjana (2010:17), "special abilities and skills to carry out an activity either with other people or through other people in achieving organizational goals". According to Engkoswara and Komariah (2010: 85) said that "management is a process of utilizing people and other resources to achieve organizational goals effectively and efficiently". Based on this understanding, management is a consistent ability to plan, organize, implement and control joint activities and utilize organizational resources to achieve goals effectively and efficiently. In achieving educational goals, this stage of management must be the main concern in managing educational and learning activities.

The essence of educational activities is learning activities, and the curriculum becomes a tool to achieve educational goals, including to shape the character of students who have noble character through the curriculum developed by each educational unit. The curriculum according to Romine quoted by Hidayat (2013: 21), the curriculum includes all, both learning materials, as well as activities and experiences in interacting in teaching and learning activities which are followed by students with direction from the school both in the classroom and outside the classroom. . In line with this opinion, Ruslan (2014:3) and Sosrowidigdo, et al (2011) provides a definition, "the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as implementation guidelines to achieve certain goals". Meanwhile, in the National Education System No. 20 of 2003 article 1 paragraph (9) it is stated that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals.

Character education is not just teaching right and wrong, more than that, character education instills habits about good things so that students become aware of right and wrong, are able to get good grades, and do it. In other words, character education not only provides knowledge and understanding of good morals (Suherman and Yusuf, 2011), but students can practice morals and become habits in their daily lives. Character according to Corley and Philip in Hariyanto (2013: 42) is "a person's attitudes and habits that allow and facilitate moral action". Character is a habit that is done repeatedly, preceded by awareness and understanding.

According to Sanusi (2015:35), in the "six value systems" every human action cannot be separated from six values, namely: theological values, legal-ethical values, aesthetic values, logical-rationalist values, physical-physiological values, and teleological values. So a valuable character or noble character if the six value systems have use values for the person and the environment. Thus, character education according to Jauhari and Elisah (2014:4) is "a system of inculcating character values to school members which includes components of knowledge, awareness or willingness and action to implement these values". According to Gaffar in Kesuma et.al (2014: 5), there are three important things in character education,



namely: (1) the process of transforming values, (2) being developed in personality, (3) becoming one in behavior.

3. RESEARCH PROBLEMS AND OBJECTIVES

Based on the problems mentioned above, in this case how is the role of management in shaping the noble character of students in Karawang Regency junior high schools through a curriculum developed in intracurricular and extracurricular learning activities starting from planning, organizing, implementing, supervising, inhibiting factors and efforts made so that the formation of noble character of students.

4. RESEARCH METHODS

The study used descriptive methods with a qualitative approach in reviewing, analyzing and describing events, attitudes, perceptions, and thoughts according to scientific facts when the research was conducted at SMPN Satap I Jatisari and SMPN 3 Jatisari, Karawang Regency. The technique of collecting data is through interview techniques with the principal, vice head of the curriculum sector, teachers and students. The observation technique is to make direct observations of the situation and condition of the school. Documentation study technique by collecting documents supporting the problem under study. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions for the final results of the analysis.

5. RESEARCH RESULTS AND DISCUSSION

Planning the Formation of Noble Morals

Planning is the initial function of management. Planning according to Sudjana (2010: 55) is "an orderly process in making decisions about actions to be taken in the future". The decision-making process for these actions includes a program of activities for the formation of the noble character of students which is integrated in the education and learning curriculum through class intracurricular learning activities and extracurricular activities. According to Terry as quoted by Rohman (2014:16) in planning, there are several things that must be considered, namely: setting goals, setting goals, identification to determine choices, comparative assessment, selected plans, implementation, and evaluation. The purpose of forming noble character is the competence of social attitudes and spiritual attitudes that are expected to be formed in students from the results of the learning process that is planned according to the vision and mission of the school where the target is the age level of adolescents with various characters and backgrounds. In forming character, the learning process must be able to touch the cognitive, affective and psychomotor domains of students so that the expected character is formed to the maximum.

The formation of the noble character of junior high school students in Karawang Regency has been carried out through a planning process according to the character-based 2013 curriculum



developed by the school and integrated into the learning process so that students have spiritual attitudes and social attitudes, can respect others and their environment by providing understanding and cultivation. character values. Character formation in intracurricular activities is to provide an understanding of the values of life contained in each subject as well as religious literacy activities before starting lessons. Whereas in extracurricular activities, character building is planned through sports activities to form a spirit of sportsmanship, scouting activities to establish independence, religious activities in celebration of Islamic holidays or special spiritual activities to provide religious understanding and increase the faith and devotion of students, discipline, and caring activities. to the school environment. The program for the formation of noble character is structured through daily, weekly, monthly and yearly activities.

The learning program for character building of students through the planning process can make it easier for junior high schools in Karawang Regency to prepare and carry out activities according to the schedule and types of activities that have been set. In other words, there is a plan that school activities are more structured, organized, and can make preparations beforehand because of a clear agenda. The process of planning educational activities and learning character building in junior high schools in Karawang Regency involves educators and education staff as well as supervisors, but has not involved relevant stakeholders for the process of fostering and controlling the character of students on an ongoing basis outside of school. The planning process is carried out at the beginning of each semester as well as evaluating and preparing for the current year's academic activities. In various concepts, character building can be successful if it is carried out continuously at school and outside of school. Therefore, the involvement of parents, religious leaders, and local government needs to be involved for the success of the programs planned by the school according to their respective roles

Organizing the Formation of Noble Moral Character

Organizing in the management function according to Terry (Sudjana, 2010: 102), is an activity to organize human resources and other resources to achieve goals. Organizing is carried out to collect and compile all the resources required in the plan, especially human resources in such a way that the activities are expected to be carried out effectively and efficiently. In this case, the role of the principal is very important in carrying out the planned program, assigning education personnel according to their competence, and facilitating learning activities to the maximum. In learning activities, the subject matter is organized by the teachers through the Syllabus and Learning Implementation Plan (RPP), equipped with teaching materials and media according to the learning method to be used. The syllabus is developed with the main reference of content standards containing SK, KD, materials, time allocation, learning resources and others according to the curriculum and programs that have been planned by the school.



Educational and learning activities in shaping the noble character of students in junior high schools in Karawang Regency, are organized by teachers in each subject according to their respective fields in addition to special religious lessons. In class or intracurricular meeting activities for self-development, every teacher is required to carry out religious literacy activities before entering the main subject matter, apply discipline, clean the classroom environment, and perform obligatory prayers in congregation. In extracurricular activities, the formation of noble character is organized in sports activities, artistic activities and religious activities every week and on Islamic religious holidays.

Organizing education and learning in shaping the noble character of students in junior high schools in Karawang Regency through intracurricular and extracurricular activities providing directions, stages of structured learning material in each subject, each teacher has clear duties and responsibilities in each subject matter. -each related to the character values that are expected to be formed in students, but not all teachers have evidence of documentation of learning implementation plans and the availability of supporting facilities for activities.

Actuating of Character Building

Actuating in the management stage is a form of real action from planning and organizing organizational activities. Terry in Sukarna (2011: 82) defines, mobilization is to regulate or motivate all group members to will and try strongly to achieve goals according to planning and organizing. In the Actuating of the teaching and learning process for the formation of the noble character of students, educators can motivate students to have a passion for learning, obey school rules, and practice character values in schools and communities in good moral attitudes and actions. This is of course through the leadership of the principal, as well as through concepts, principles, values, methods, tools and teacher competencies to realize an effective learning process according to the curriculum developed by the school.

The Actuating of education and learning for the formation of the noble character of students in junior high schools in Karawang Regency focuses on inculcating general character values of discipline, honesty, mutual respect among others, and values of faith and devotion to religion. Discipline is formed through discipline in learning time, in dressing, polite behavior when in class and outside the classroom according to school rules, and carrying out individual or group tasks such as lesson assignments or class cleanliness. Honesty is formed in the Actuating of academic evaluations such as not cheating, acknowledging other people's achievements, giving relief from sanctions for general violations, etc. Respect each other by speaking politely and politely with fellow students and teachers during the teaching and learning process in the classroom, when interacting outside the classroom, or in other student activities. Instilling the values of faith and devotion are formed through congregational prayers every noon time,



performing Duha prayers, reading the Koran in religious literacy activities and being involved in the implementation of Islamic holidays activities carried out by schools.

The Actuating of education and learning for the formation of the noble character of students in junior high schools in Karawang Regency is running as a planned and organized program with the cooperation and sincerity of the teachers and students, both activities carried out in the classroom and outside the classroom, increasing the moral character noble students who at least as long as students are in the school environment through the process of intracurricular and extracurricular learning as well as the rules that have been made by the school, both regulations for teachers and students even though the Actuating is not optimal as expected, the content of noble character is still oriented in religious subjects or religious teachers in providing noble character development to students.

Character Building Control

Controlling is a management function to see whether all activities that have been carried out are in accordance with the predetermined plan. In supervision or control, there is an evaluation. According to Engkoswara (2010:219) "supervision is observing continuously, recording, giving explanations, instructions". Likewise, according to Rohman (2014: 19), supervision is a process to observe continuously (continuously) the implementation of work plans that have been prepared and make improvements (improvements) to deviations that occur. The noble character training needed by students is needed to develop and control control between the school environment and outside the school (community). In the school environment, supervision is carried out by educators, the principal oversees the performance of teachers and education personnel in carrying out their respective duties. The supervision outside the school can be carried out by parents, the community and the local government, of course there is synergy between the school, parents, community and local government.

Controlling of education and learning of the formation of noble character of students in junior high schools in Karawang Regency is carried out directly by teachers and reports on the work of teachers, as well as students' parents. Supervision by subject teachers through direct observation in the teaching and learning process by conducting coaching and matters relating to student behavior, as well as through supervision of each student's assignment card with the initials of parents. Supervision of the performance of teachers, school principals and academic wakasek supervise the implementation of the teaching and learning process, the completeness of the syllabus and the implementation of teachers, assessment instruments and learning outcomes according to the standard of the learning process, as well as teacher discipline rules against time.

Supervision or control of the implementation and learning of the formation of the moral character of students in the first school of Karawang Regency through direct observation of teachers and students, as well as conducting teacher and student performance education



according to the instrument, the school can evaluate and improve in the future, even direct evaluation if there is a discrepancy in the implementation with the plan, and the achievement of student competency standards is less than optimal. Supervision or control of the formation of noble character of students in junior high schools in Karawang Regency has been carried out through instruments although it has not been maximized because there is still a lack of task discipline and firmness in conducting coaching and cooperation with parents of students is still lacking.

Inhibiting Factors for Character Building

In carrying out the management of character development of noble character, junior high school students in Karawang Regency are still faced with various obstacles so that the expected results are not in accordance with the plan. Internally, these obstacles include the lack of cooperation between the school and the related environment, especially with parents of students, to carry out sustainable development in the family and community environment, the lack of ability and sincerity of teachers in fostering the noble character of students, especially religious values that should be the foundation of the character of students, coaching is still general values in disciplinary rules, and routine worship practices are still lacking. As for the external barriers, the influence of the environment is very strong, parental care or awareness of the importance of morals at an unstable age is still partly lacking, and parental support for school programs is also still lacking.

Obstacles in managing educational and learning activities in an effort to form the noble character of students in formal educational institutions generally occur in other educational institutions, namely the lack of ability and sincerity of managers, especially teachers in giving meaning to learning about the values of life that in line with religious, ethical, and legal values, lack of infrastructure, lack of cooperation with related parties and lack of integration between subject matter into a unified whole towards the expected attitude formation curriculum in its implementation.

Solutions to Overcome Barriers to Character Building

Efforts that have been made as a solution in overcoming obstacles to the formation of the noble character of students in junior high schools in Karawang Regency include: asking the surrounding community to report the behavior of their students who violate the law or do not comply with the norm, call the parents of students who commit crimes. violations, reporting students if they violate the law to the police, inviting religious leaders to provide spiritual guidance, and inviting the local police to provide an understanding of the law.

6. CONCLUSIONS

The role of management in the formation of the noble character of students in junior high schools in Karawang Regency can provide meaning about the concept of managing educational and learning activities through planning, organizing, implementing, and supervising, but to achieve the expected goals to the maximum there are still obstacles, including: the availability of infrastructure, the ability and seriousness of the educators, and the lack of school cooperation with related external parties.

7. RECOMMENDATION

The formation of the noble character of students requires the support of school resources, involvement of family, community and local government in carrying out sustainable noble character development in the school environment with the environment outside the school so that the attitudes and behavior of students can be controlled through supervision of various related elements so that it is hoped that character will be formed. noble through habituation in the school environment and the community.

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