Management of Character-Based Education Tatanen Dibalai Atikan in Improving the Quality Of Creative And Innovative Smpn Graduates

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Abstract

Character education is not new in the world of education, but the facts show that the results of character education are not in line with changes in student behavior. Through the implementation of developing good TDBA-based character values, it will produce graduates with noble character. The purpose of this research is to identify and analyze TDBA-based character education management in improving the quality of creative and innovative junior high school graduates using qualitative methods. The results of this study reveal that: (1). Planning in the development of TDBA-based character education management at SMPN 10 Purwakarta, SMPN 2 Pasawahan, and SMPN 3 Purwakarta made by the schools contained in long and medium term development plans. Strategic plan that contains vision and mission and goals; (2). The implementation of TDBA-based character development, refers to the curriculum to achieve the vision through the mission as well as programs and processes. This is the benchmark for success in character development in the three schools; (2). Evaluation of TDBA-based character

education management in increasing creative and innovative graduation in three schools has been quite effective. evaluation was carried out on all components related to TDBA-based character education development activities, on planning evaluation, implementation process and evaluation of results on each component of TDBA-based character development rolling at SMPN 10 Purwakarta, SMPN 2 Pasawahan and SMPN 3 Purwakarta; (3). Obstacles faced in TDBA-based character education management in increasing creative and innovative graduates of students, come from many factors, both internal and external factors which are closely related to one another; (4). Efforts made to overcome obstacles to implementing TDBA-based character education management in increasing creative and innovative graduates in the three schools are seeking to provide facilities and infrastructure that support the implementation of character education, train/train teachers so they have better competence by means of include training, workshops and KKG so that they are able to internalize character values in students, schools improve themselves in forming even better character education management by opening up as many suggestions and criticisms as possible from all related parties; (5). There are several impacts resulting from the existence of character education carried out by the three schools, namely not only providing much better academic results, but also improving the skills and attitude of each student.

Keywords

Educational Management, TDBA-Based Character Education, Quality of Creative and Innovative Graduates

Introduction

The problem of the moral crisis recently has infected some of the younger generation. Symptoms of a moral crisis include outbreaks of drug abuse, promiscuity, crime, violence, pornography, brawls, motorcycle gangs, murders, conflicts between fellow students, university students and various other less than commendable behaviors. Not a few of the students and the younger generation failed to display commendable morals (akhlak mahmudah) in accordance with the expectations of religious morals, customs and morals of the nation's culture. Character education is also required to build the values of honesty against the background of the decline in the spirit of honesty in everyday life. It can be said that our honesty is in a worrying condition. As a result, the mutual trust index between us is still low. Integrity crisis and corruption pandemic, honesty and integrity are expensive things in the life of state administrators and society. Politeness, friendliness, tolerance, humility, empathy, helpfulness, social solidarity and so on which are religious morals and national identity are less attached and have a strong personality in students, the problem of moral/moral crisis in students as early as possible, the pedestal of parents' hopes is to delegate it to schools, whereas in schools religious education which concerns issues of moral values is only taught two hours a week, not enough to make children moral and cultured.

Talking about character, etymologically, the definition of character is a character or habit that is seen in humans in interacting as social beings. Fitri (2012:20) reveals that "Character is the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality, which are manifested in thoughts, attitudes, feelings, words, and actions based on norms -religious norms, laws, manners, culture and customs". When viewed from an aspect based on understanding, it turns out that character and morals do not have a significant difference, both are defined as actions that no longer need thought because they have become habits that are attached to one's soul. The similarity in meaning of character and morality is also expressed by Sauri (2013: 7) who states that "Character is synonymous with morality in the Islamic view". So he emphasized that character education is very important in order to create good character or noble character for each individual. From some of the meanings above it is clear that character is the positive development of intellectual, emotional, social, ethical and individual behavior with good or superior character is someone who tries to do the best things for God Almighty, himself, to others, to the family environment. , society, nation and state by optimizing all the potential of self-knowledge and accompanied by awareness, emotions and motivation (feelings).

According to Aunillah (2011: 18-19) suggests that, "Character education is a system that instills character values in students, contains components of knowledge, individual awareness, determination, as well as the will and action of carrying out values, both towards God Almighty God, oneself, fellow human beings, the environment and the nation, so that human beings will become Kamil ". Furthermore, Samani, Muchlas and Hariyanto (2011: 43) argue that, "Character education is the process of providing guidance to students to become fully human beings with character in the dimensions of heart, mind, body, taste and intention." Both of these opinions have the same substance regarding the meaning of character education which aims to form a wise and intellectual generation based on moral and divine values so that they can behave wisely for themselves and in society.

In a broader context, history records that the progress of a nation is inseparable from the character of the nation itself. For example, the progress achieved by Japan is proof that the development of a nation cannot be separated from the cultivation of the nation's character values. Japan makes the national character sourced from tradition as capital to enter competition in the global era. The Japanese people have proven that tradition can actually be used as a solid foundation for the development of modernization. The values of local wisdom in Japan are not defeated by the penetration of foreign cultural values but instead become a powerful transformative force for achieving progress. From the description of the country above, it is clear that character development in education is an important aspect in the development of a nation's human resources.

Head of the Purwakarta Regency Education Office, during the opportunity to socialize character strengthening which was attended by SMP heads, Wednesday

(29/9/2021) at SMPN 2 Purwakarta. The five flowers of character education complement each other. In the seven special atikan poe there are Ajeg Nusantara, Mapag Buana, Maneuh in Sundanese, Nyanding Wawangi, Nyucikeun Diri, and Betah in Imah. The seven dead points can be integrated in Child-Friendly, Anti-Corruption Education and so on. All of this is reflected in daily habits in all school environments, so that it becomes a civilization for both educators and students. The five flowers of character education in Purwakarta Regency are Seven Poe Atikan, Child-Friendly Schools, Religion and Book Deepening (AKPK), Anti-Corruption Education, and Tatanen at Bale Atikan (https://disdik.purwakartakab.go.id/berita/detail   /five-flower-embellished-each other).

One of the methods carried out by the Government of Purwakarta Regency is by issuing Purwakarta Regent Regulation Number 69 of 2015 concerning Character Education. It contains XIV Chapters and 35 articles. One that will be used as study material is in article 5 paragraph 2 containing, 7 (seven) Special Purwakarta Education Poe Atika or 7 (seven) Special Purwakarta Education Teaching Days, as referred to in paragraph (1) includes the following values: (1) . Monday, steady archipelago; (2). Tuesday, mapag in the earth; (3). Wednesday, maneuh in Sundanese; (4). Thursday, singing wawangi; (5). Friday, wash yourself; (6). Saturday and Sunday, feel at home. The implementation of the 7 Poe Atika Purwakarta was carried out from the early childhood education level up to senior high school. For this reason, its implementation requires support and cooperation from all parties, both from the family, community, school, and related agencies.

One of the current conditions that occurs from this influence when viewed at this time is that children have been introduced to technological tools, for example the use of gadgets. This technological tool has been given by parents of children aged 2 years. Usually parents think that by being given this gadget it makes children more calm and controlled and parents are not tired of watching their children who usually move actively. The things mentioned above have an unfavorable impact on children including: (1). children feel satisfied learning by reading information from gadgets, even though children get a lot of knowledge outside of gadgets, (2). children easily get information or any needs by using gadgets, in this way it provides opportunities for children to provide convenience which results in them not being able to survive when experiencing difficulties, (3). Children make friends that are easier and wider, but these friendships do not have a deep relationship physically and emotionally, (4). children who often use gadgets will experience a potential reduction in concentration while studying, (5). children will be lazy to write because depending on the gadget, their writing skills will not process well (Tridhonanto, 2010).

The problems mentioned above are some of the problems found and the increase in the negative direction is also smaller than the increase in positive values, but this fact is sufficient to provide information about the low character of students and raise concerns about the development of students' character and morals. The

problems above, of course, cannot be fixed only by activities between teachers and students meeting, but there are other things that are more important, namely improvements to the system applied to each school in supporting the implementation of character education, the implementation of a management system that is able to improve the existing system. already exists so that it will produce outcomes/graduates who not only have intelligence but also have good/noble character.

Starting from this phenomenon, researchers were interested in conducting research with the title: "Management of Tatanen-based character education at the Atikan Center in improving the quality of creative and innovative SMPN graduates (Case Studies at SMPN 10 Purwakarta, SMPN 2 Pasawahan and SMPN 3 Purwakarta). The author chose this junior high school because this junior high school is one of the core schools that has implemented grammar-based character education at the Atikan Center in the process of its learning activities in Purwakarta Regency.

Methods

In this study using a case study method through a qualitative approach. Data research techniques through observation, interviews, documentation studies, and triangulation. Observations were made regarding the location and conditions of the research site. Interviews were conducted by asking questions to selected respondents who have relevance to the problem under study. Documentation studies are concerned with written documents that support research. Triangulation is done by combining the three techniques. The research locations were conducted at SMPN 10 Purwakarta, SMPN 2 Pasawahan, SMPN 3 Purwakarta and as research subjects the respondents consisted of the Principal, School Committee, Teachers, Education Personnel, student representatives and Parents/Guardians Representatives. Data analysis was carried out through data reduction, data presentation and drawing conclusions.

Results and Discussion

Planning for Tatanen-Based Character Education at Balai Atikan to Increase Creative and Innovative Middle School Graduates in Purwakarta Regency

Planning TDBA-based character education programs and activities in schools, needs to involve school components and fulfillment of educational standards, curriculum content standards, learning and assessment processes, subject management, school management, implementation of co-curricular and extracurricular activities, infrastructure, financing, teacher work ethic , students, and educational staff.

The results of this study when viewed from the theory of George R Terry

(2008), that management is a distinctive process consisting of actions: planning, organizing, directing and controlling which are carried out to determine and achieve the goals that have been set through the utilization of natural resources. human and other sources. These management steps are not static steps and must be strictly sequenced. In relation to education management in elementary schools, the above management functions must be implemented or integrated with existing educational components in elementary schools. The educational component includes several aspects, namely: curriculum, (syllabus, lesson plans), teaching and educational staff, facilities, and costs.

TDBA-based character education planning in junior high schools should be relevant to the educational goals that have been made. The aim of TDBA-based character education is to increase school independence in developing the quality of implementation and results of TDBA-based character education, which leads to the achievement of the character and noble character of students as a whole, integrated and balanced, so that it has an impact on the transformation of the ethos of students to achieve school achievement. . Besides that, students are also able to independently apply knowledge and character values in everyday life at school, family and the surrounding community. It can be concluded that the purpose of TDBA-based character education is to shape the personality of students to become complete human beings, in a harmonious and balanced manner in various fields of life. This means that in planning the basic character values are explicitly listed in the vision, mission and goals of the school and are realized in every subject in the school.

Implementation of Tatanen-Based Character Education at Balai Atikan in Increasing Creative and Innovative Middle School Graduates in Purwakarta Regency

To facilitate the implementation of TDBA-based character education, teamwork is needed in its implementation, so that the input, process and output will be achieved according to the goals set. To facilitate the implementation of character development, management is needed so that the quality of input, process and output is achieved according to the stated goals. Because according to experts that management is the process of developing cooperative activities of a group of people to achieve predetermined educational goals.

The process of controlling the group's activities includes planning, organizing, actuating, and controlling as a process to turn vision into action. In this case, George R. Terry (2006: 4) expressed the following opinion: "Broadly speaking, the management function consists of: (1) planning (planning) which includes budgeting; (2) organizing which includes staffing and coordinating; (3) leading (direction) which includes commanding and directing; and (4) controlling which includes reporting." Meanwhile E. Mulyasa (2013: 7) argues that educational management is a process of developing the cooperation of a group of people to achieve predetermined educational goals. The process of controlling the group's

activities includes planning, organizing, actuating and controlling as a process to create vision and action.

The process of implementing TDBA-based character education in schools includes curriculum, educators, students, educational tools, strategies and methods. In preparing a TDBA-based character education curriculum, several principles must be met, so that implementation becomes more effective. The principles include: (1) integration between one field of study and another; (2) relativity, character education is a system that has a relationship with other systems, and (3) curriculum design resolves or changes the structure of society.

Implementation of character education at SMPN 10 Purwakarta, SMPN 2 Pasawahan, and SMPN 3 Purwakarta, namely: (1). Through integration into subjects, namely by formulating character education values into learning tools such as syllabus and lesson plans; (2). Integrating through local and extracurricular content subjects, extracurricular activities are carried out in accordance with plans that have been made previously, both in relation to the type of activity, support, and time of implementation; (3). Through self-development (habituation), in self-development programs, planning and implementing character education is carried out through integration into the daily activities of the school consisting of routine activities, programmed activities, spontaneous activities, exemplary activities, supporting activities; (4). Through cultivating character education in schools

Evaluation of Tatanen-Based Character Education at Balai Atikan in Increasing Creative and Innovative Middle School Graduates in Purwakarta Regency

Analysis of the implementation of the evaluation can be done with various techniques and ways. One of them is by using quantitative descriptive and qualitative descriptive techniques. Character development at SMPN 10 Purwakarta, SMPN 2 Pasawahan and SMPN 3 Purwakarta is carried out in an integrated, comprehensive and continuous manner in all subjects and extracurriculars. carried out on all components related to character education development activities, on planning evaluation, implementation process and evaluation of results on each component of character development rolling at SMPN 10 Purwakarta, SMPN 2 Pasawahan and SMPN 3 Purwakarta.

\Extrinsically the evaluation of character education at SMPN 10 Purwakarta, SMPN 2 Pasawahan and SMPN 3 Purwakarta uses Total Quality Management, there are improvements in all components and carried out in a continuous manner in construction in order to improve the previous program, so that in the future it can be even better. The activities in the evaluation include: (1) preparation of an evaluation plan, (2) the principal supervises or supervises, (3) processes and analyzes data, (4) holds meetings to find solutions to these problems, so that the next activities will be better . Based on this explanation, it is in accordance with the theory that has been described. The evaluation of a character education program has four stages, namely starting from preparing an evaluation plan,

supervising, processing data, and remedial meetings, this is done to determine the quality of something, based on considerations, and certain criteria in order to make a decision.

Obstacles in Tatanen-Based Character Education at Balai Atikan in Increasing Creative and Innovative Middle School Graduates in Purwakarta Regency

In general, the inhibiting factors in the development of character education at SMPN 10 Purwakarta, SMPN 2 Pasawahan and SMPN 3 Purwakarta, namely: (1). The first factor (human resources), among others, is that the teacher does not understand character assessment techniques, the teacher's understanding of the concept of character education is still incomplete, the teacher does not have sufficient competence to integrate character values in each subject; (2). The second factor includes educational facilities and infrastructure, which becomes an inhibiting factor if these educational facilities and infrastructure are not available, not well documented, or lack of funds for their care and maintenance; (3). The influence of the environment and also the media is also one of the inhibiting factors for the implementation of the development of character education in schools.

These three inhibiting factors are of course a concern for the school to resolve immediately. Nonetheless, the role of parents and society in general can be the main factors that can support and hinder the implementation of the educational process. That is, whether or not a character process is carried out in this school is strongly influenced by the condition of the community around the educational institution. Because it is not an exaggeration to say that the issue of character development is a shared responsibility between families, communities and schools. Therefore, for the continuity of the learning process in schools, it needs support from these three things.

Efforts made in Tatanen-Based Character Education at Balai Atikan in Increasing Creative and Innovative Middle School Graduates in Purwakarta Regency

TDBA-based character education is important for the development of science because it guarantees objectivity and honesty. Besides that, it is also useful to give birth to the next generation who are able to become pioneers of social change. The next generation who has a strong character will not be easily dragged into negative things. Therefore, character education carried out in schools must overcome all the problems that occur during the process of instilling character education.

Efforts to overcome obstacles are the responsibility of an educational institution in this case SMPN 10 Purwakarta, SMPN 2 Pasawahan, and SMPN 3 Purwakarta. The solution to the obstacles in the implementation of character education is to improve the structure and procedures in the school environment.

Another way to deal with obstacles that occur in the internal factor is to provide training, workshops and KKG for educators to increase their competence in understanding the development of character education in schools, improve and strive for facilities and infrastructure to support the implementation of character education development in schools.

The solution for external factors is to increase cooperation and establish harmonious relationships and foster parental and community support regarding programs that have been launched by the school, especially in the implementation of character education. At the family and community level, the school cooperates with parents and stakeholders/community to keep an eye on and guide their children when they are outside the school environment. All of this is done on an ongoing basis. All of this was done for the sake of continuous improvement in the various components supporting character development in the three schools, which had almost the same problem.

The Impact of Tatanen-Based Character Education at Balai Atikan in Increasing Creative and Innovative Middle School Graduates in Purwakarta Regency

There are several impacts resulting from character education in schools, including: (1). Regarding the development of human resources as a whole, character education can not only make a child have Noble Morals, but can also increase his academic success so that a creative and innovative character is formed. several research results show that there is a close link between the success of character education and academic success, as well as children's prosocial behavior, so as to make the school atmosphere fun and conducive to an effective teaching and learning process. Children with good character are those who have high emotional and spiritual maturity, so they can manage their stress better, which in turn can improve their physical health. Education experts argue that overemphasizing academic education and understating the importance of character education is the main cause of failure to build quality human beings. So it is not excessive to place character education as the foundation for the development of complete human resources where character is a very important input in the development of human resources; (2). Regarding academic success, character education greatly influences the academic success of students. Several studies have emerged to prove the correlation between character education and students' academic success. a summary of some of the important findings on this subject is published by a bulletin, Character Educator, published by the character education partnership. In a book entitled "Emotional intelligence intelligence and school success" compiles various research results on the positive influence of children's emotional intelligence on success in school. It is said that there are a series of risk factors that cause children to fail in school. It turns out that the risk factors mentioned do not lie in brain intelligence, but in character, namely self-confidence, the ability to cooperate, the ability to get along, the ability to concentrate, a sense

of empathy, and the ability to communicate. according to Daniel Golman's opinion. Regarding the success of a person in society, it turns out that 80% is influenced by emotional intelligence, and the other 20% is determined by brain intelligence. Children who have problems with emotional intelligence will have learning difficulties, social difficulties, and cannot control their emotions. these troubled kids. Another impact that is no less important is the trust parents have in the school so that they fully entrust their children to study in schools that have been successful in educating their students where students not only have intellectual intelligence but also have good emotional intelligence. . Schools are responsible for providing quality education so that they are able to embrace the community and give full trust to train and guide their children.

Conclusion

In general, the demand for the importance of TDBA-based character education management at all levels of education, especially in junior secondary education, is a must. The current conditions of socio-cultural life indicate the importance of developing character values in each individual as early as possible. Character turns out to have an impact on changes in attitudes, mindsets and also patterns of behavior of students in their daily lives, so that students do not only become knowledgeable human beings but also have an attitude that is honest, polite, courteous, skilled, disciplined, and confident so that improve the quality of graduates who are creative and innovative. TDBA-based character education management is important to implement in every education unit, considering that TDBA-based character education management is the core of the successful implementation of TDBA-based character education in schools. Specifically as follows:

1. Planning in the development of TDBA-based character education management at SMPN 10 Purwakarta, SMPN 2 Pasawahan, and SMPN 3 Purwakarta made by the schools contained in the long and medium term development plans. A strategic plan that contains the vision and mission and objectives. The content of the TDBA-based character education curriculum that produces creative and innovative graduates who have noble character is integrated into subjects and which is then documented in the form of an integrated curriculum for the Purwakarta TDBA-based education unit.

2. Implementation of TDBA-based character development, referring to the curriculum to achieve the vision through the mission as well as programs and processes. This is the benchmark for success in character development in the three schools. Learning methods that emphasize interactive processes in learning and are supported by relevant learning media.

3. Evaluation of TDBA-based character education management in increasing creative and innovative graduation in three schools has been quite effective. evaluation was carried out on all components related to TDBA-based

character education development activities, on planning evaluation, implementation process and evaluation of results on each component of TDBA-based character development at SMPN 10 Purwakarta, SMPN 2 Pasawahan and SMPN 3 Purwakarta. Activities in the evaluation include: (1) preparing an evaluation plan, (2) the school principal supervises or supervises, (3) processes and analyzes data, (4) holds meetings to find solutions to these problems, so that the next activities will be better.

4.　Obstacles encountered in TDBA-based character education management in increasing creative and innovative graduates of students, stem from many factors, both internal and external factors which are closely related to one another. Obstacles to internal factors, namely the incomplete planning carried out by schools in the formulation of character education management policies include the preparation of plans that only involve teams representing elements within the school, it's just that the preparation has not involved external (external) components such as people parents, alumni and stakeholders.

5.　Efforts made to overcome obstacles to implementing TDBA-based character education management in increasing creative and innovative graduates in the three schools are seeking to provide facilities and infrastructure that support the implementation of character education, train/train teachers so they have better competence by participating in training, workshops and KKG so that students are able to internalize character values.

6.　There are several impacts resulting from the existence of character education carried out by the three schools, namely not only providing much better academic results, but also improving the skills and also the attitude of each student, so as to foster public trust in the school in guiding and fostering their children in the school, and the most important thing is that the graduates can be accepted and their existence can be recognized and the benefits can be felt in the community.

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