

Integrated character education management in public middle schools in Talaud Islands district: Multi-case study of three middle schools in Talaud Islands district

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Abstract

The progress of a country can be measured by three main indicators namely, education, health, and economy. In the National Education System Law (Article 1 of RI Law No. 20 of 2003) stated that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation and state. In schools, sometimes there is only transfer of knowledge and ignoring the character development of students. This research was conducted in three junior high schools in the Talaud Islands Regency. The purpose of this study was to determine the integrated management of character education in schools. By examining three variables, namely planning, implementing, and monitoring evaluation. From the results of the study it was concluded that planning must be carried out by schools involving stakeholders (government, security forces, and student parents). The implementation of character education must be carried out not only in the school environment but also in the middle of the student's own family. The evaluation is conducted with quarterly evaluation meetings, home visits, portfolio documents and field notes.

Keywords: education, character, integrated, management

1. Introduction

Education is one indicator of development as well as development targets in Indonesia because education has the task of preparing human resources for development. Sometimes in schools the phenomenon that occurs is only the transfer of knowledge but character development is neglected, so it is not surprising that there is a decline in moral values. Character education is actually not new in Indonesian society. Since the independence of the Republic of Indonesia, starting from the old order, the new order even entered the era of character education reforms that already existed. In the National Education System Law No. 20 of 2003, character education has existed. But in its implementation is not optimal. This is because the management is not going well, so it is not surprising when the implementation is not optimal.

This can be seen from the decline in the character value of the nation's children, which is marked by brawls happening everywhere, promiscuity still colors the younger generation. Even at junior high school age students, and many more phenomena that occur in daily life such as theft, rape, murder, and drug consumption which further strengthens the assumption that character values have begun to decline even have begun to fade. The government, in this case through the Ministry of Education and Culture, conducted various training and socialization efforts in an effort to improve the character of the younger generation in particular, even the character of the nation in general.

In fostering the character of students, this is not only the responsibility of the school institution. The family is the first media socialization that can shape the character of children. If the family can socialize good things through speech, religious observance, not saying harsh words,

behaving well, and so on, then the child will grow and develop in society and especially in the family become a good child too and vice versa.

According to Kohlberg's theory, adolescents become able to meet the rules and ethics based on their own reasons even though their internal control is still not good due to the standard rules adhered to by adolescents generally in order to get recognition from other parties such as teachers and peers. In addition to experiencing positive advancement, adolescents also have the potential to experience various problems. Problems that often occur in adolescents include juvenile delinquency, emotional disturbances, drug abuse and alcohol, and pregnancy outside of marriage (Djiwandono, 2002) ^[1].

This phenomenon is also experienced by adolescents in the Talaud Islands Regency. The Talaud Islands district is one of Indonesia's outer regions bordering the Philippines. Considering that the Talaud Islands region is a border area with other countries, it is very important to foster the younger generation to become a generation that is intelligent and has good character and morals. In the Talaud Islands region, many young people in this case specifically for junior high school students who have not paid attention to the values of character, the case of "ehabone" (a type of glue that leads to drugs) who are trending, consuming liquor, smoking, less honest, fighting, less respect for older people, undisciplined, also promiscuity. Even within one year there were 5 suicides in Talaud who were still school-age children. In 2016, there were a number of accidents that claimed the lives of junior high school age children who were not yet fit to drive a motorized vehicle. This is of particular concern why such behavior can occur in Talaud. If allowed can be said to be an extraordinary event.

In SMP Negeri 1 Melonguane which is a school in the center of the capital of the Talaud Islands, the character and moral values of students have also begun to decline. This can be seen from the delinquency done by students both in the school environment and outside the school environment. A few months ago the Talaud Island Satpol PP arrested a number of SMP Negeri 1 Melonguane students who skipped school and consumed alcohol (alcoholic beverages) which caused drunkenness, and inhaled "ehabon glue" at one of the beach locations in Melonguane. Even the same thing is always found in analan locations under nutmeg trees (Analan is one of the locations located at the end of Melonguane village). In addition, frequent fights between students. In fact, it is very difficult to find students greeting when they meet or meet older people on the street and there are still many other phenomena that basically want to illustrate that the value of character has begun to decline.

Even this was found in two other schools, namely SMP Negeri 1 Beo and SMP Negeri 1 Lirung which are the superior schools in the Talaud island district. SMP Negeri 1 Beo is a superior school in Beo sub-district. Various delinquency phenomas that occur in SMP Negeri 1 Beo include frequent cases of truant, consuming alcohol, causing drunkenness, inhaling "ehabon" glue and even frequent fights. This shows that the character value of students has decreased in SMP Negeri 1 Beo. No exception in SMP Negeri 1 Lirung which is also one of the leading schools in the Talaud Islands precisely in the Lirung subdistrict area. Various student delinquencies that occur such as fights between students, consuming alcohol, getting drunk, lacking discipline, often skipping students, inhaling "ehabone glue" also occur in this school.

Seeing this event or phenomenon, shows the background of why this happened. This is due to management functions that do not work well in character education, starting from planning, implementing, and also monitoring evaluation. Integrated character education in this study is how the school (which consists of the principal, teachers, students, school committee), the family at home (parents and children), and the government (including security forces in the area where the school are) together in an effort to instill character education to students. And this needs good management, starting from the planning, implementation and even monitoring and evaluation.

2. Research Methods

This research is a descriptive qualitative research that is multi-case. The multi-case model used was adjusted to the circumstances of the research case which included three state junior high schools in the Talaud Islands Regency, so that the case study design was carried out in the form of a single case study (each school) and a multi-case study (three schools at once). The three schools have the same background, namely public schools that are bound by the same rules and guidelines.

The procedure of collecting research data is done through techniques commonly used in qualitative research namely observation, interviews, and documentation studies. These techniques are grouped into two categories, namely techniques that are interactive consisting of participatory observation and interviews, while non-interactive techniques include observation of no role and study of documentation or official records.

Data collection techniques used were observation

techniques, in-depth interviews with respondents using questions that had been prepared in advance by researchers, and documentation (study documents). This in-depth interview aims to obtain as much information as possible from the informant. Direct observation is useful to observe, examine and record directly various matters related to research problems. Document study is a search, collection and study

Data analysis techniques used in this study were descriptive qualitative and interpretive. Kambey (2003) states that qualitative data analysis is usually judgmental, non-numerical verbal analysis to explain the meaning beyond what is seen by the senses is done through three systematic steps before, during and after data collection ^[2]. The three steps in question are

1. Data reduction is sorting, simplifying, abstracting, and transforming data.
2. Presentation of data is the activity of compiling, compiling information into simple forms, and easy to understand.
3. Drawing conclusions is a configuration of field notes to test the truth or validity found in the field.
4. Conduct verification, after repeated data reduction and compatibility with the presentation of the data, then the conclusions while refined through verification, the final conclusions can be drawn which are research findings.
5. Withdrawal of conclusions/final findings, after the interim findings are verified through verification techniques of the validity of research findings, then conclusions are formulated which are the results of the research, then abstracted into propositions.

3. Result and Discussion

A. Planning Character of Education

The planning of character education in SMP Negeri 1 Melonguane is described as follows: SMP Negeri 1 Melonguane does not have specific plans regarding character education as expected. The principal as the leader of the school institution knows character education when attending special training. Character education is not carried out based on planning but only on the basis of daily habits ranging from morning apple to the implementation of student activities. Principals and teachers have received reinforcement from trainings both conducted by the district education office and the provincial education office, but follow-up on the field is still very minimal. Character education has not been listed or arranged in the school curriculum. OSIS as a student organization does not clearly know the process of character education planning but only knows activities related to character education such as the application of student discipline during morning apple. Schools want to implement character education in an integrated way. Understanding of character education by the school committee is still very minimal.

Meanwhile, the character education planning in SMP Negeri 1 Lirung is described as follows: SMP Negeri 1 Lirung plans character education at the beginning of the school year which involves the principal and teachers. Planning has not been stated in the form of planning documents. The principal plans to prepare a character education planning document which will later be included in the curriculum at the school. The planning process will involve all relevant elements. OSIS has not previously been involved in meetings or meetings that discuss character education,

including in planning. The school committee has been involved in discussions on character education with the school before, although it has not been routinely involved. Furthermore, the character education planning in SMP Negeri 1 Beo is elaborated as follows: SMP Negeri 1 Beo has included plans for the implementation of character education, although it still needs to be improved further. The application of character education is carried out spontaneously only. Character education is not contained in the school curriculum. The new school principal is in office so he does not yet know exactly how to plan for character education in the school he leads. The new headmaster has only participated in the activities planned by the previous headmaster. The school principal and vice principal have planned to implement character education and will begin to plan their activities. School committees are also involved in character education planning. OSIS carries out activities related to character education, but these activities are not carried out based on the results of joint planning of all related parties.

B. Implementation of Character Education

The implementation of character education in SMP Negeri 1 Melonguane is explained as follows: schools have received training and guidance from the education office. The school continues the character education activities of the previous school leadership. The implementation of character education activities according to the chairman of OSIS is carried out through activities related to character education. The school committee has not seen its role in the implementation of character education because of lack of understanding, even attendance at school is very limited. Furthermore, the implementation of character education in SMP Negeri 1 Lirung is shown as follows: The school has carried out character education activities even though 18 character values have not all been applied. The school cooperates with related parties such as security, sub-district and parents of students in disciplining students and character education of students. Students who have not been disciplined become obstacles in the implementation of character education activities. Information from the vice-principal explains that character education has actually been integrated with school subjects and culture. The school committee believes that the school carries out character education because it has become the responsibility of the school.

Then, the implementation of character education in SMP Negeri 1 Beo is mentioned as follows: implementation is only limited to the appeal of the principal to students at the morning apple. The headmaster stated that there have not been too many character education activities. The implementation of character education is not optimal because it is only spontaneous. The implementation of character education activities has not been routinely programmed. The chair of the committee did not yet know the exact implementation of character education activities in the school but they were sure the school would carry out character education for students.

C. Monitoring and Evaluation of Character Education

The three schools in Talud, both SMP Negeri 1 Melonguane, SMP Negeri 1 Lirung, and SMP Negeri 1 Beo have carried out monitoring and evaluation of character education, although they still need to be developed by

following the pattern that should be implemented.

4. Discussion

A. Planning Character of Education

In general, the research findings in the three research cases indicate that the three schools have not carried out maximum character education planning. The first school, SMP Negeri 1 Beo, is just starting to do its school planning. Melonguane State Junior High School planned only to deliver to parents of students at the meeting, while SMP Negeri 1 Beo and SMP N 1 Lirung had already been planned but there were no supporting documents.

One of the vital needs in school is character education. Schools become the basis for developing character education. Therefore, we need a form or pattern in applying an effective character education model. The pattern or model of good character education must be planned well so that later it can be implemented by all parties involved or integrated (Motahar, 2003) ^[3].

From the results of the study both through interviews and observations, it was found that in general all the schools that became the research sites had not yet prepared plans for character education. Character education is only applied to school routines without a standard model or patterns based on studies and ultimately can effectively change the behavior of students.

SMP Negeri 1 Beo based on the results of the interview actually already had several activities arranged by the previous school principal for the application of character education. The new principal just stayed forward. But they are also temporarily making plans to adjust to the current circumstances and needs. According to one of the students interviewed they carried out several inter-class competition activities such as the 7K competition. Based on observations of documents, no documents or notes were found regarding the implementation of the character education program. From the results of these interviews and observations the researchers found that the schools in carrying out activities were not well planned and were not neatly arranged either from the stages of planning, organizing, implementing, and controlling.

SMP Negeri 1 Melonguane has not compiled or planned a character education program or activity at school. The planning is only limited to the delivery of parents of students at a meeting which was also attended by teachers. Even according to the principal of character education not yet fully entered into the school curriculum. According to the principal, they already want to make this character education plan a part of the curriculum and ask some parties to be involved, such as student parents, security forces and academics or those who can contribute to the preparation of programs or activities that create character education with integrity. From interviews and document observations and daily student activities the researchers found that character education activities had actually been carried out but not yet arranged in the curriculum even though students through OSIS were very active in their activities and took the initiative to make activities in which there were educational elements character.

SMP Negeri 1 Lirung has discussed it in a meeting with parents of students in planning integrated character education, but it is not contained in school documents. Character education tends to be routine for all elements of the school. Character education is only understood as good

behavior or manners, so it is not thought that there are patterns that can be arranged by the school and related elements so that students can have good character. From interviews and observations researchers found that the principal did not yet understand about character education or integrated character education. Principals as leaders in each school do not yet understand clearly how to arrange programs or appropriate patterns in implementing character education.

Schools based on the results of interviews tend to wait for this character education matter. This can be seen in the results of interviews with three principals who emphasized that they had or had participated in training or guidance on character education from the department or other institutions. Whereas the principal can be creative and based on rules through the curriculum and the law to develop character education programs and integrated both programmatically and inter-institutionally.

Planning is an activity of choosing alternative solutions to problems. In planning something it is important to involve all the components involved in an organization or institution that makes these plans to be on target. For this reason, the school and everything in it must be involved in the preparation of this character education plan. In addition, schools can collaborate with related parties outside the school that have links such as parents of students, the police, military, traditional institutions, Pamongpraja Police, and religious leaders.

In the planning process in each school the researchers presented the school principal, teachers and administrative staff, student council officials, chair of the school committee, parent representatives, board members, representative from adat, security forces, and religious leaders. These parties jointly discuss and formulate activities or patterns that are suitable for character education if applied in schools in the Talaud Regency. From the discussions conducted at each school, there are several activities that are programmed together. This program or activity is based on 18 character values. This activity can be interpreted as a procedural activity in relation to the planning stage or process. From the results of discussions in preparing the program plan, it was concluded together that character education must be integrated into the curriculum in each school. As Lie said in Wirantho (2011) that character education cannot stand alone but must be integrated in the curriculum^[4].

The principal responsible for implementing the school program is of course the principal together with the teachers. Whereas in the community it is the joint responsibility of the community, parents, religious leaders, traditional leaders, and security forces. All of these elements together set an example or role model for children as well as paying attention to children in their daily lives both at school, at home, and in the community.

Planning that is applied in school management now generally applies the type of strategic planning and operational planning, including its application in the framework of the implementation process of school-based management policies. In terms of the process of implementing school-based management, one of the main principles adopted is to find the vision and mission of the school (Waldopo, 2011)^[5]. Likewise in the framework of implementing school management standard policies, the school management is required to draw up a school work

plan. One of the main steps in the process of preparing a school work plan is to formulate the vision and mission of the school.

B. Implementation of Character Education

In its implementation, researchers and the school implement several activities that were mutually agreed upon in the planning process. All activities carried out are documented then observed by researchers. Researchers make observations to get information about how the process of implementing activities and whether there are challenges or obstacles during implementation.

In teaching and learning activities teachers are given the opportunity to provide character education to students. As has been planned together that character education will be integrated in each subject. This is the same as what was done by Motahar (2003)^[3]. In practice, each teacher not only prepares subject matter but prepares lessons that can shape student character. Simply put the teacher does not arrive late in class, the teacher is dressed neatly when teaching, the teacher does not hesitate to give praise to students who are able to complete assignments and do not hesitate to reprimand students who are lazy to do assignments or naughty in class.

Parents who have special abilities such as sports, arts and others are involved in several activities to establish good relations between schools and parents of students. In some activities such as parents who have the ability in the field of music are given the opportunity to train school choirs to prepare for the competition, parents who have the skills to weave rattan mats or use materials that have been discarded are given the opportunity on certain days or extracurricular activities on every Saturday. From this it appears that both parents, teachers, and students have good cooperation and provide mutual respect.

Linckon (2012) argues that schools should try to improve the flow of communication between school and home, apart from that communication, parents will feel like partners in children's education and they increasingly invest in their children's learning and character development^[6]. In each class small groups of students are formed which are guided directly by the homeroom teacher. In this activity it is expected that students will be able to communicate well with each other. Not only in the school environment but this group was also formed so that in the general public they could visit and learn from each other together. The homeroom teacher has a controlling role so that this group can carry out positive activities and be able to provide character education for each group member.

Families are involved in supervising students when at home. Parents of students are given the responsibility of controlling the child as reminded to do the assignments given by the teacher. Thus it will accustom students to feel responsible for their assignments. People in the family have an important role in shaping the character of children. Parents in the family have an important role in shaping the character of the child (Harun, 2013) and even according to Muhmidayeli (2014) the main capital character of the child comes from parents^[7].

In practice, students in these three schools were very enthusiastic when the groups were divided. During the observation period it was found that all students had a closer relationship with each other, were accustomed to helping one another, and respecting one another. To familiarize

students with environmental care, an ant operation program is implemented which is the culture of collecting waste before learning activities. Researchers found that after almost three months of this activity carried out students began to get used without being told to pick up trash before entering the classroom to study. Another program is planting trees in the school environment. The researcher invited the sub-district head, the lurah, the police chief, the Koramil and the chair of the committee to be involved in planting trees together. Students are assigned to care for the trees that have been planted. For approximately three months the researchers watched and found that students and teachers continued to care for the trees planted. This activity is expected to accustom students to love and protect their environment.

Radio Republik Indonesia (RRI) is one of the electronic media in Talaud. The choice of radio as a media for socializing and educating character education is because radio preparation and presentation is relatively fast and easily conveyed to the public (Jukangko and Hermanto, 2013) [8]. Researchers collaborated with RRI to be able to present speakers related to character education in each dialogue program. With the hope that RRI listeners can be socialized or increasingly know that character education for children in Talaud is a shared responsibility not only at school but also at home with family and in the midst of the community where these children live. From the activities or programs carried out the researchers make indicators used as instruments to see the success or failure of the activities or programs carried out. This indicator is expected to not only be an instrument of research but can be continued by schools to control their students and be able to see the extent to which programs are effective in educating students.

C. Monitoring and Evaluation of Character Education

A school plan or program that has been created or determined will certainly be implemented. In order to make the implementation of school plans or programs effective, managerial monitoring and evaluation is needed. Likewise with the integrated character education management plan in schools. Even though the three schools where the research was conducted have not yet planned character education, it is certainly important for the school to know about monitoring and evaluating each school program. In some studies such as those conducted by Darmayanti and Wibowo (2014) monitoring and evaluation is still limited to the curriculum and supervision of school supervisors [9]. In SMP Negeri 1 Melonguane, for example, there is no documentation of character education activities and teachers who do not quite understand character education are the same as the findings in this study. Managerial monitoring and evaluation are substantially two different things, but in practice they are often carried out together.

According to Susanty (2012) managerial monitoring and evaluation are divided into two, namely internal and external school evaluation. Internal monitoring and evaluation is carried out by the school community itself, namely the school principal, teachers, students, counseling teachers, and parents of students. The main purpose of internal monitoring and evaluation is to know the level of progress of the school in relation to the set targets [10].

External monitoring and evaluation is carried out by external parties such as the education office, school supervisors, and tertiary institutions or a combination of the three. The results of monitoring and evaluation can be used to reward the system for individual schools, improve the climate of competition between schools, the interests of public accountability, improve the existing system as a whole, and help schools develop themselves.

In addition to the research findings on the three main objectives of the study, researchers found other character education findings, namely supporting and inhibiting factors for schools in planning, carrying out planning and monitoring, and evaluating all the series of applications for integrated character education management in schools. In the three schools it was found that there were many parties that could be invited to work together in supporting activities that could improve character education. The TNI and Polri, parents are very supportive by engaging in activities at school.

The formation of character education can be done with two main strategies wherein in these two strategies the school should get support in carrying out each of its activities. The two strategies are the school's internal strategy and the school's external strategy. Internal school strategies can be carried out through four pillars, namely teaching and learning activities in the classroom, daily activities in the form of school culture, habituation activities, co-curricular activities and extra-curricular activities. External strategies can be carried out through family and community. When all of these strategies can be implemented well, it is expected that the character of children will be formed and strong (Wardani, 2011) [11].

Barriers or obstacles in the application of character education in theory based on the research of Gunawan (2012) is divided into two, namely from within and from outside [12]. External constraints in the form of social changes that change the values, norms, culture of the nation that becomes free, while obstacles that originate from within the educational environment include mind sets, educational policies, and curriculum. As a statement from the results of the analysis of each case above, followed by the findings of each case regarding Integrated Character Education Management in the State Junior High School in Talaud Islands Regency, the researcher proposes the following educational model (Figure 1).

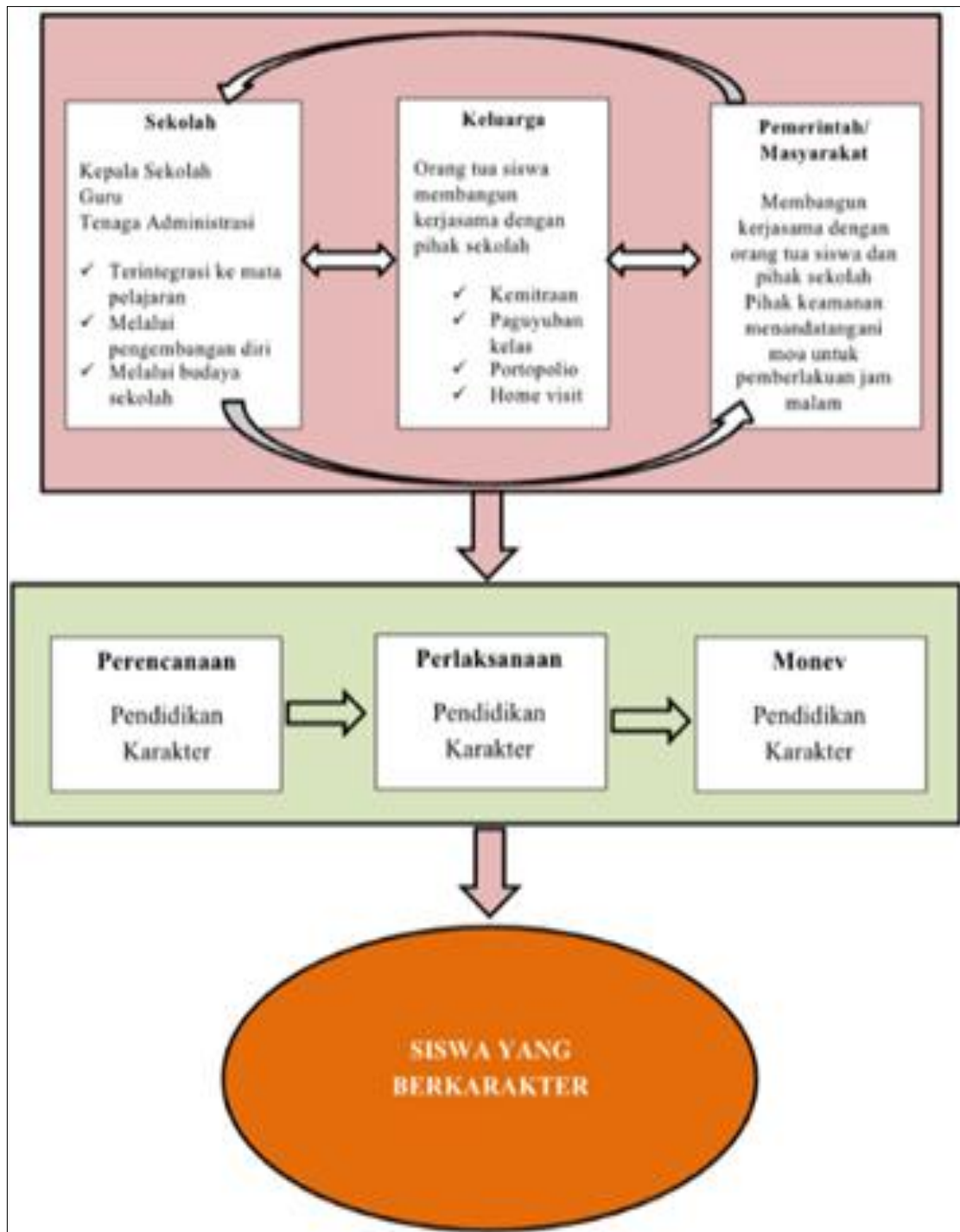


Fig 1: Character Education Model

5. Conclusion

Integrated character education planning includes meetings with all stakeholders and plans on character education in schools, involvement of school principals as managers, the entire board of teachers, administrative staff, school committees, representatives of students' parents, and students themselves, planning is done as much as possible. In addition, involving elements of government and security officers, planning must be contained in a document that will be a reference in the implementation or implementation of character education in schools, as well as guidance in the implementation of monitoring and evaluation. Implementation of integrated character education includes implementation in schools (integrated into each subject, through self-development, and through school culture) and

family. Furthermore, monitoring and evaluation of integrated character education, includes quarterly evaluation meetings, home visits, portfolio documents, and field notes.

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