



JAPAMI

Jurnal Pengabdian Masyarakat dan Penelitian

<https://jurnal.rahiscendekiaindonesia.co.id/index.php/japami>



Implementation of Character Culture in School Management Smp Negeri 5 Binjai

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KEYWORDS

School Management, Implementation, Character Culture

A B S T R A C T

Character culture is an important pillar today in forming a good person. By instilling character in the process of teaching and learning activities to students can support the learning system more easily and effectively. Implementation of character in school management is a way for the situation in the school to run optimally with an interesting and conducive atmosphere. The character of school management has become something very important for teachers in the world of education, especially when teachers in the school nurture students. The implementation of character culture in school management is not only in the form of school settings, physical facilities and routines but also makes students' attitudes more characterful such as inculcating an attitude of independence, mutual cooperation, mutual respect, honesty, and others. By inculcating the character of school management, it is hoped that it can ease the task of teachers to get maximum results in increasing the effectiveness of learning. The research that the author conducted was a qualitative research taking the background of SMP Negeri 5 Binjai. The subject of this research is the implementation of the management character culture of SMP Negeri 5 Binjai. Data was collected by interview, observation and documentation study. Data analysis was carried out by qualitative descriptive, namely by describing and analyzing all field data and then making conclusions. The results of this study are expected to provide input in the cultivation of student character culture in the application of school management

INTRODUCTION

The teacher plays an important role in the classroom which is none other than a manager in learning which is very important, however, the demands faced by teachers in an institution/school are how to provide or manage learning a teacher must also be able to manage his class in the sense of being able to provide a good learning atmosphere. conducive and comfortable both in the classroom and at

school by creating and maintaining optimal learning environment conditions in order to achieve the learning objectives desired by all parties. Learning that takes place at school, in the classroom from educators to students. According to Martinis Yamin and (Maisah, 2009, p. 34) classroom management is a teacher's skill in order to create a conducive learning climate and control it if there is interference in learning. According to (Suharsimi Arikunto, 2007, p. 67) classroom management can be interpreted as a conscious effort made by the person in charge during teaching and learning activities or who helps such as educators to achieve optimal classroom conditions so that learning activities can be carried out as expected. So in general the authors conclude that classroom management is a regulatory activity carried out by educators in the process of teaching and learning activities in order to achieve learning objectives in a certain space.

The big challenge for a teacher in managing a class is how he regulates or manages the behavior of students so that they appear actively in the teaching and learning process activities, regulate and condition class conditions in order to create a positive climate, so that students can participate in learning activities properly. Comfortable, and encourage them to be responsible for what they do. In terms of developing self-management skills related to good work habits and positive social behavior. This is also supported by the academic and non-academic achievements that have been achieved by SMP Negeri 5 Binjai. In addition, SMP Negeri 5 Binjai is also one of the schools that is believed to be ready to implement the 2013 Curriculum in which there is a character-based scientific approach. SMP Negeri 5 Binjai uses the 2013 curriculum in all subjects. In classroom management carried out by teachers, it is carried out by implementing the 2013 curriculum using a scientific approach. This scientific approach is designed in such a way that students are active, creative, and innovative. The application of integrated thematic learning with a scientific approach at SMP Negeri 5 Binjai will of course bring changes in learning.

Education actually motivates students to carry out the actualization process in order to foster a spirit of maturity which will essentially lead them to the integrity of advancing education that meets the demands of the times and future challenges. Education is expected to be able to build the integrity of the Indonesian human personality as a whole by developing various potentials in an integrated manner. RI Law No. 20 of 2003 concerning the National Education System Article 3. (Indonesia,

2006, p. 8) The elaboration of the RI Law as stated above, it appears that the function of national education is as one of the factors for social change or the development of the potential of students. These changes are: (1) ability development (intellectual, spiritual and social interaction); (2) character formations; (3) the formation of a national civilization that is recognized in the eyes of other nations; (4) the intellectual life of the nation; and (5) develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The ideal education is education that combines intellectual, emotional, and spiritual. So, education is not only focused on students, but good examples are also first nurtured to those who educate, in this case what is meant is educators, namely teachers. However, the reality of education that occurs in Indonesia is that there are still many educational values that cannot be transformed by educational institutions. This can be seen from students who cheat during exams, being lazy during lessons, brawls between students, getting caught in drug cases, being involved in promiscuity, low concern for others, politeness that is starting to be abandoned and reduced respect for parents. This example is a real case and often occurs in the younger generation. Other cases that tarnish the image of Indonesian education are student gangs and motorcycle gangs which are very disturbing to the public.

All the negative behaviors that are carried out among students above are evidence of severe character fragility. This happens because the character development in formal education is not optimal and the informal environment is not supportive. Recently, character education is increasingly being discussed in the midst of Indonesian society. The attitudes and behavior of the Indonesian people and nation today tend to ignore the noble values that have long been upheld in their daily attitudes and behavior. The values of noble character, such as honesty, politeness, togetherness, and religion, are gradually being replaced by foreign cultures so that these character values are no longer considered important.

Based on initial observations at SMP Negeri 5 Binjai, Binjai City, there are still many violations of the rules committed by students, including decreased national spirit and love for the homeland, lack of environmental awareness, decreased discipline levels, and low levels of honesty of students. Seeing several

problems related to the declining character of the nation, various alternative solutions have been proposed, such as legislation, increased implementation efforts and stronger law enforcement. Until another alternative emerged, namely education. Education is considered as a preventive alternative, because education builds a new generation of a better nation. It is recognized that the results of education will have an impact that is not immediate but has a strong impact on society. (Ministry of National Education, 2010, p. 1)

One of the efforts to improve the quality of human resources is the emergence of the idea of character education in the world of education in Indonesia. The idea that arose because the education process that had been carried out so far had not been fully successful in building Indonesian people with character or it could even be said that Indonesian education had failed in building the nation's character. Character education seems to be getting attention from the government to be immediately implemented in schools as the main program. To support the realization of the ideals of national character development as mandated in Pancasila and the Preamble of the 1945 Constitution and to overcome the current problems of the nation, the government has made the development of national character one of the priority programs of national development. This spirit is implicitly affirmed in the Republic of Indonesia Law no. 17 of 2007 concerning the National Long-Term Development Plan (RPJPN) for 2005-2015, namely character education is placed as the basis for realizing the national development vision, namely "the realization of a nation's character with noble, moral, ethical, cultured, and civilized character based on the Pancasila philosophy." (Ministry of National Education, 2011, p. 1).

Character is a person's character, character, morals, or personality that is formed from the internalization of various virtues that are believed and used as the basis for perspective, think, behave and act. Virtue consists of a number of values, morals and norms such as honesty, courage, action, trustworthiness, and respect for others, fostering the character of society and the character of the nation. Character education is very essential in the nation and state.

Education as an incandescent in the formation of morals so that becoming a person of character with character requires an effort to change the pattern of character education in the world of education. Character education is one of the last bastions in saving the nation from destruction. Character is very important to be implemented in the realm of education, especially in schools which are the

foundation stone of the nation's generation. The implementation of character education in schools must be implemented immediately and optimized to stem the moral degradation of students in particular and the nation's generation in general. Character education can be understood as an effort to instill intelligence in students in thinking, behaving, and behaving in accordance with the noble values that become their identity, manifested in interactions with their God, themselves, between each other, and their environment as a manifestation of God's servants and caliphs.

In order to realize the expected character formation, it is necessary for management to manage character education at the appropriate shutter, especially for students who are the object of inculcating character values in everyday life so as to form students with character. The implementation of character education actually involves all components of education, starting from the government as the policy maker of the national education system, managerial principals, teacher competence, infrastructure, curriculum and support from the community. However, the most influential factor is the teacher. Teachers must work hard to foster students to become human beings with character and character. Teachers are expected with their personality competencies to implement character education at SMP Negeri 5 Binjai, so that they become individuals who are faithful and pious and have noble character.

METHOD

Judging from the type of data, the approach used in this research is a qualitative approach. Bogdan and Taylor in Moeloeng define a qualitative approach as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. (Iskandar, 2009, p. 12)

The type of this research approach is descriptive type. According to Nurul Zuriah, descriptive research is research that is directed to provide symptoms, facts, or events systematically and accurately, regarding the characteristics of a particular population or area. (Zuriah, 2009, p. 47)

The type of qualitative descriptive research used in this research is intended to obtain information about the management of character education at SMP Negeri 5 Binjai, which includes planning, organizing, implementing, and supervising character education at SMP Negeri 5 Binjai in depth and comprehensively.

Research Subject

This research was conducted at SMP Negeri 5 Binjai. The reason for choosing SMP Negeri 5 Binjai is because SMP Negeri 5 Binjai is a state formal education institution at the junior secondary level that has a strong commitment to developing character education in schools.

Data Source

Sources of data in research, according to Suharsimi Arikunto is the subject where the data is obtained. (Arikunto, 2013, p. 172) As for the type, qualitative data can be divided into two types:

1. Primary data, in the form of texts from interviews and obtained through interviews with informants who are being sampled in this study. In this study, the primary data obtained by the researchers were the results of classroom observations, in-depth interviews with the principal, teachers, and several students of SMP Negeri 5 Binjai.
2. Secondary data, in the form of data that is already available and can be obtained by researchers by reading, watching or listening. Included in the secondary data category are (1) textual data: documents, announcements, letters, banners; (2) image data: photos, animations, billboards; (3) data in the form of sound: the results of a cassette recording; (4) statistical data; (5) a combination of text, images and sound: movies, videos, advertisements on television etc. The data obtained by the researcher is data obtained directly from related parties in the form of school data and various literatures relevant to the discussion such as existing documents at SMP Negeri 5 Binjai.

Data Collection Technique

In this study the authors used three kinds of data collection techniques, namely:

1. Observation.

The author uses this method to explore data related to the implementation of character education management activities. Observations are made to observe activities or evidence.

2. Interview.

Interview is a data collection technique in which the interviewer (researcher or who is given the task of collecting data) in collecting data asks a question to the interviewee. (Sugiyono, 2014, p. 224) This interview method needs to be carried out to explore the opinions of several school members in depth about the management of character education at SMP Negeri 5 Binjai.

3. Documentation

Documents are records of events that have passed. Documents can be in the form of writing, pictures, or monumental works of someone. (Sugiyono, 2014, p. 396) Documentation method is to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, lenger, agenda, and so on. With the documentation method, what is observed is not living things but inanimate objects. (Arikunto, Research Procedures A Practical Approach Cet. XV, 2013, p. 274) The documentation method is used to examine documents and reports related to planning, organizing, implementing, and supervising character education at SMP Negeri 5 Binjai.

Data Analysis Technique

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing the data into categories, breaking them down into units, synthesizing them, arranging them into patterns, choosing what is important and what is important. to be studied, and draw conclusions so that they are easily understood by themselves and others. (Sugiyono, Educational Research Methods Cet. 15, 2012)

The data analysis model in this study follows the concept given by Miles and Huberman. Miles and Huberman revealed that activities in qualitative data analysis were carried out interactively and took place continuously at each stage of the research until it was completed. Components in data analysis:

1. Data Reduction

The data obtained from the report is quite large, for that it is necessary to record it carefully and in detail. Reducing data means summarizing, choosing

the main things, focusing on the things that are important, looking for themes and patterns.

2. Data Presentation

Presentation of qualitative research data can be done in the form of brief descriptions, charts, relationships between categories, and the like.

3. Verification or Data Inference

The initial conclusions put forward are still tentative, and will change if strong evidence is found to support them at a later stage. However, if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

RESULTS AND DISCUSSION

Planning is the initial process in determining the goals or objectives to be achieved so as to produce efficient and effective education. Planning basically determines the activities to be carried out in the future. Because with the planning of the educational process will run according to what is expected.

Active involvement of all stakeholders is one of the keys to success in planning to realize the school's vision and mission. Their involvement must be sought from the beginning, namely from the formulation of character education programs that are integrated into school programs, so that they are involved in analyzing school conditions, formulating their expectations of being involved in the implementation of school programs.

Based on the results of the interviews, it was revealed that the preparation of character education programs at SMP Negeri 5 Binjai was integrated in the planning of school programs which was carried out at the beginning of the school year through coordination meetings at the beginning of the school year. The meeting at the beginning of the year was held with the involvement of the principal, vice principal of the curriculum section, vice principal of student affairs, deputy principal of the Sapras and Public Relations section and the entire teacher council. That the character education program of SMP Negeri 5 Binjai refers to the vision, mission and goals of the school. Then based on the results of interviews and observations, it was revealed that the character education program at SMP Negeri 5 Binjai was documented in the KTSP of SMP Negeri 5 Binjai.

Every character education program must get support from all school members, including parents and the community. Various things related to character education programs must also be understood by school members, parents and the community, because they are the main supporters of the success of character education and the task of

parents is to provide motivation and sufficient space to develop children's potential according to the stages of development to the fullest. Furthermore, the character education program at SMP Negeri 5 Binjai was socialized to school residents such as teachers, employees, and students as well as to parents and the community.

Regarding the implementation strategy of character education carried out by SMP Negeri 5 Binjai so that character education is carried out properly. Then that the strategy in implementing character education at SMP Negeri 5 Binjai is integrated through 1) learning, 2) extracurricular activities, and 3) cultivating or habituation activities. From the results of interviews and observations made, it was found that character education planning can be identified through the types of activities that the school has planned to carry out for one year. the results of interviews that the author did with the teacher that the teacher always made learning plans in advance.

In addition, the teacher prepares and studies the subject matter that will be taught first, so that during the learning process the teacher can master the material being taught. In order to make it easier for teachers to carry out the learning process so that it can be carried out optimally. The characters planned by the teacher are listed in the syllabus and RRP. Planning for character education in learning is done by integrating character values in learning planning documents such as lesson plans and syllabus.

Based on the interview above, it was revealed that SMP Negeri 5 Binjai plans to set an example for teachers and employees in character education by providing examples of good actions so that they are expected to become role models for students to follow. In order for the implementation of cultivation and habituation activities to run well, it is necessary to have a person in charge of culture and habituation. The person in charge of cultivation and habituation activities is a teacher or special officer appointed by the school principal to foster cultivation and habituation activities that function as a giver of direction and guidance to students so that the activities in charge of culture and habituation go well, and do not harm academic activities.

The presentation of data on the implementation of character education in this extracurricular activity will be presented in the form of a description based on the data extracted in this study, either through observation, documents, or interviews. In this study, it was limited to student self-development activities such as scout extracurricular activities, arts, skills and worship extra-curricular scout activities at SMP Negeri 5 Binjai were carried out in the school environment and outside the school environment, so that participating in scout extra-curricular activities would foster a sense of kinship, intimacy and harmony.

Scout extracurricular activities provide many benefits for students, namely being able to form a disciplined and responsible character, increase a sense of love for nature and the surrounding environment, practice independence, leadership skills, practice

organizational skills, and make new friends.

DISCUSSION

In accordance with the analysis chosen by the researcher, namely descriptive qualitative data analysis techniques or exposure of the results of data analysis obtained from observations, interviews, field notes, and other materials that have been collected by researchers to be reported. Researchers process the data that has been collected through interviews, observations, field notes, and documents. Then the data is analyzed in such a way that it becomes an easy-to-understand data exposure and then processed with a qualitative approach.

Based on the findings in the field, the researcher can explain that the character education planning of SMP Negeri 5 Binjai is in accordance with the stage of preparing the character education design of the Ministry of Education and Culture, which states that several things need to be done in the stage of preparing the character education design, including: 1) Identifying types of character education. types of activities in schools that can realize character education that needs to be mastered, and realized by students in everyday life, 2) Develop learning materials for each type of activity in schools, 3) Develop implementation plans for each activity in schools (objectives, materials, facilities) , schedule, teacher/facilitator, implementation approach, evaluation), 4) Prepare supporting facilities for the implementation of character building programs in schools.

The implementation of character education at SMP Negeri 5 Binjai is carried out in an integrated manner through three main channels, namely 1) integrated through learning activities, 2) integrated through extracurricular activities, and 3) integrated through cultivating and habituation activities. In learning, materials are developed that can instill character values in students. The design of the implementation of each activity in the school is prepared by a program that at least contains the objectives, materials, facilities, schedule, and instructors/facilitators supported by facilities to support the implementation of the program.

The development of character education at SMP Negeri 5 Binjai is socialized to school members such as teachers, employees, and students as well as to parents and the community. This is in accordance with the stages of character education development of the ministry of education and culture which states that character education development requires character education socialization and joint commitments between all components of the school community/education unit (stakeholders).

That the learning planning that has been prepared by the teachers of SMP Negeri 5 Binjai is in accordance with the guidelines for implementing character education in schools from the Ministry of Education and Culture which states that at the planning stage of

learning the syllabus, lesson plans and teaching materials are designed so that the content and learning activities facilitate / have an insight into character education.

Based on the findings in the field through interviews with school principals, researchers can explain that the planning of character education in extracurricular activities at SMP Negeri 5 Binjai is in accordance with the guidelines for extracurricular activities of character education of the Ministry of Education and Culture, which states that planning for extracurricular activities in the education unit is carried out through stages (1) analysis of the resources needed in the organization of extracurricular activities; (2) identification of students' needs, potentials, and interests; (3) determine the form of activities held; (4) seek resources according to the choice of students or channel them to educational units or other institutions; (5) arrange Extracurricular Activities Program.

It can be seen that the planning of character education in extracurricular activities at SMP Negeri 5 Binjai is adjusted to the needs and potential of the school which includes needs analysis, planning of funds and facilities, benefits for students and schools, and preparing programs for extracurricular activities. The program for extracurricular activities is prepared by each extracurricular coach.

Then the planning of character education in the civilizing and habituation activities of SMP Negeri 5 Binjai is designed at the beginning of the school year. This is in accordance with the guidelines for implementing character education from the Ministry of Education and Culture, which states that school activities participated in by all or part of students, teachers, school principals, and administrative staff at the school, are planned from the beginning of the school year, entered into the Academic Calendar and done every day as part of the school culture.

The types of activities planned in developing school culture are carried out through self-development activities, namely: routine activities, spontaneous activities, exemplary, and conditioning. Planning for character education in the cultural activities of SMP Negeri 5 Binjai includes routine activities, incidental activities, conditioning, and exemplary. Routine activities held by SMP Negeri 5 Binjai such as greetings and salim, praying together in the morning, daily class pickets, flag ceremony, clean Friday, and group gymnastics.

Based on the findings, the researcher can explain that the division of teacher duties in extracurricular activities is in accordance with the guidelines for extracurricular activities of the ministry of education and culture, namely the Regulation of the Minister of Education and Culture which states that the implementation of extracurricular activities must be supported by the availability of a coach. Furthermore, it can be explained that the implementation of character education in learning at SMP Negeri 5 Binjai is in accordance with the guidelines for implementing character education of the Ministry of Education and Culture, which states that learning activities from the preliminary, core, and closing stages

of activities, are selected and implemented so that students practice character values targeted.

In addition, the implementation of character education in the learning of SMP Negeri 5 Binjai is also in accordance with the Regulation of the Minister of Education and Culture Number 81a of 2013 attachment IV concerning Curriculum Implementation, which states that the learning process consists of five main learning experiences, namely: observing; ask; collect information; associate; and communicate.

The characteristics of learning at SMP Negeri 5 Binjai are carried out effectively, efficiently, actively, creatively, innovatively, fun, and intellectually. Learning objectives can be achieved by students as expected. students not only master cognitive competence, but also affective and psychomotor competencies. Learning activities are student-focused and dominated. Teachers actively monitor, guide, and direct student learning activities.

Character values that are instilled in the core activities, among others, involve students seeking extensive and in-depth information about the topics/themes of the material being studied by applying the natural principles of being a teacher and learning from various sources. The values instilled are independent, logical thinking, creative, and cooperative. Using a variety of learning approaches, learning media, and other learning resources. The instilled values are creative and hard work. Facilitate interaction between students and between students and teachers, the environment, and other learning resources. The values instilled are cooperation, mutual respect, and care for the environment. Involve students actively in every learning activity.

CONCLUSION

Based on the results of research and data analysis that the authors did regarding the management of character education at SMP Negeri 5 Binjai, it can be concluded that the implementation of character education at SMP Negeri 5 Binjai is carried out in an integrated manner in every school activity through three main channels, namely (1) integrated through learning activities. , (2) integrated through extracurricular activities, and (3) integrated through culture and habituation activities.

Character education at SMP Negeri 5 Binjai is closely related to school management. Management of character education for students of SMP Negeri 5 Binjai includes: (1) Character education planning stage; (2) the stage of organizing character education; (3) The stage of implementing character education; (4) and the stage of supervision of character education.

The findings of the research conducted at SMP Negeri 5 Binjai showed the following results. First, the planning of character education includes: (1) the school plans character education at the beginning of the new school year. This program is conducted annually in conjunction with planning and evaluating character education programs; (2) every program planning is based on and developed based on the school's vision and mission; (3) in character education planning activities involve all teachers to jointly develop character education programs; (4) document character education programs are integrated into the education unit level curriculum (KTSP); (5) The development of character education is socialized to school members such as teachers, employees, and students as well as to parents and the community. (6) character values are integrated into learning planning; (7) schools develop programs for extracurricular activities and cultivating and habituation activities.

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