EDUCATION MANAGEMENT IN FORMING THE CHARACTER OF STUDENTS IN RIYADLUL ULUM WADDAWAH INTEGRATED JUNIOR HIGH SCHOOL AND DARUL MUTAALIMIN INTEGRATED JUNIOR HIGH SCHOOL, TASIKMALAYA CITY

RICKY YOSEPTRY

Lecturer of the Postgraduate School of Nusantara Islamic University. Email: rickyyoseptry@uninus.ac.id

LISTI NAZIAH SUROYA

Teacher of Madrasah Tsanawiyah Negeri 1 Tasikmalaya City. Email: listinaziahsuroya@uninus.ac.id

REZA TRI ATMANAGARA

Teacher of Madrasah Tsanawiyah Al-Ihsaniyah Bandung. Email: rezatria@uninus.ac.id

Abstract

He era of globalization has an impact on changing the character of Indonesian society, including among today's students. Lack of character education will cause a moral crisis that results in negative behavior in society. Character education is closely related to moral education, where the goal is to continuously shape and train individual abilities for self-improvement towards a better life. This study aims to determine the management of planning, organizing, implementing, monitoring, and evaluating follow-up in the Character Building of Students at Riyadlul Ulum Waddawah Middle School and Darul Mutaalimin Integrated Middle School. Subjects in the study consisted of principals, teachers, students, administration and school committees. This study uses descriptive methods and field studies with qualitative research types. Collecting data using interview techniques, observation, and documentation techniques. The data obtained can be in the form of numbers, pictures, or facts that can be presented statistically and narrative descriptions. The results of this study are: 1) In the planning process, the principal needs to determine the goals to be achieved and conduct a SWOT analysis with his work team; 2) Then the character building management implementation team is formed and structured so perfectly to be effective in its implementation, an organizational expert provides a concept of an effective team composition; 3) The teacher establishes a close and warm relationship with students, makes the classroom a discipline laboratory for students, controls residual behavior, and provides time to solve behavioral problems; 4) Supervision is part of the management function which seeks to ensure that the predetermined plans can be achieved effectively and efficiently. Based on the results of the research, data analysis and discussion, what has been described, the researchers can conclude the research, namely: 1) Management planning and organizing in shaping the character of students in the City of Tasikmalaya is closely related to management or school management, namely how character education is planned, implemented, and evaluated in educational activities in schools; 2) Implementation management in shaping the character of students in the City of Tasikmalaya plays an important role in shaping the character of students' discipline. Because it is an effort to make students more disciplined, civilized, polite and pious and to help students become individuals who are human and have good morals; 3) Management of supervision in shaping the character of students in the City of Tasikmalaya. Supervision is part of the management function which seeks to ensure that the plans that have been set can be achieved effectively and efficiently. To ensure whether the implementation of character education is in accordance with the plans made, it is necessary to carry out monitoring or supervision carried out by the principal; 4) Management of evaluation and follow-up

in shaping the character of students in the City of Tasikmalaya is carried out regularly by principals and teachers so that it proves that the program of forming disciplinary character is able to slowly instill students' disciplined character.

Keywords: Management, Education, Character.

A. INTRODUCTION

The function of national education is based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 1 that National education functions to develop capabilities and shape the nation's character in the context of educating the nation's life with the aim of developing the potential of students to become human beings who believe and are devoted to God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a responsible citizen. So that education is seen as an important effort in shaping future generations in accordance with the ideology of the Indonesian nation.

Presidential regulation on strengthening character education No. 87 of 2017 states that strengthening character education is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, taste, thought, and sports activities with involvement and cooperation between units. education, family, and society as part of the National Movement for Mental Revolution.

This era of globalization is where technology is more sophisticated and modern, where all knowledge can be accessed from our homes. This of course can affect the sacredness of the world of the learning and teaching process where students cannot directly meet the teacher, so that knowledge is no longer obtained directly from a teacher but can be accessed alone from home without a teacher. So that knowledge is no longer a difficult thing to find so that the character of the participants begins to differ compared to the results obtained directly from a teacher.

The era of globalization has an impact on changing the character of Indonesian society, including among today's students. Lack of character education will cause a moral crisis that results in negative behavior in society. For example, promiscuity, drug abuse, theft, violent practices and so on.

The formation of religious character and discipline in general has not been carried out properly and needs to be carried out properly, for example the implementation of daily worship and discipline in daily life has not been carried out. So it is necessary to do research on how character education is implemented and carried out.

According to Dadi Permadi (2016: 6) the character of junior high school students in the flag ceremony process turned out to be only the front row of students who lined up neatly and followed the ceremony in an orderly and solemn manner. This proves that students

have experienced a decline in their disciplined character, this can be seen in the ceremony process.

Character is a very important aspect of personality, guiding and balancing other aspects. The essence of personality is me, self, ego, personality aspects are physical, intellectual, social and character, Dadi Permadi, (2016:17).

According to Dadi Permadi (2016: 24) character education or educating character has the core of interaction between educators and students, to help students in the formation of healthy personalities and strong strong characters.

In character education, the personality and character of the educator plays a key role because educators educate students with their personality and character. Educators show examples, role models, and transmit these personalities and characters to the students they care for.

Character education is a conscious and planned human effort to educate and empower the potential of students to build their personal character. So that they can become individuals who are beneficial to themselves and the environment. Character education is closely related to moral education, where the goal is to continuously shape and train individual abilities for self-improvement towards a better life. According to T Ramli, the notion of character education is education that prioritizes the essence and meaning of morals and morals. So that it will be able to form a good student personality. The function of character education in general is to shape the character of a student. So that you become a person who is moral, noble, tolerant, tough, and well-behaved. The main purpose of character education is to build a strong nation, where the people are noble, moral, tolerant, and work together.

The values forming character include religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly/communicative, love peace, love to read, environmental care, social care, and responsibility.

According to Pury Julia (2019) Character education is a conscious and planned effort to build/form a distinctive personality of students, namely a good personality characterized by character education. The character values are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly, love peace, love to read, care for the environment, social care, responsibility.

Character education that is carried out through concrete actions can at least anticipate the negative behavior of students. The author also implements it in every lesson in class. So that students not only get theory, but also direct practice in everyday life. In the digital era and the freedom of information today, building a superior character needs to be done

by families, all school members, and students' play environments. So that it is hoped that character education among students can be realized.

Character building must continue to be carried out holistically from all educational environments, namely family, school, and community. The family as one of the three educational centers is tasked with forming positive habits as a strong foundation in informal education. With this habituation, children will follow and adapt to the example of their parents. Thus there will be positive socialization in the family. Parents have various functions including providing education to children, especially for character education because it is the basis for the personality of their children. As educators in the family, parents play a very important role in laying the foundations of behavior for their children. Attitudes, habits, and behavior are always seen, assessed, and imitated by their children, which then consciously or unconsciously absorbs them and then becomes a habit for their children.

Riyadlul Ulum Waddawah Integrated Junior High School and Darul Mutaalimin Integrated Middle School are pesantren-based educational institutions that instill character and apply strict discipline, however, there needs to be a more planned and directed management in the implementation of education and training in character building for students. Based on the results of interviews with the care division of educational institutions, it is not easy to carry out character education and training in schools based on Islamic boarding schools because they have to be available 24 hours a day to supervise and protect each student. In its implementation, it is still difficult and has not been carried out properly and has not been carried out properly so that in its implementation it is not optimal.

Based on the results of interviews with the care center, there are still many violations of discipline. In pesantren-based educational institutions, there are still quite a number of students who commit disciplinary violations, this illustrates the need for management in the formation of the character of students.

B. RESEARCH METHOD

This study uses descriptive methods and field studies with qualitative research types. Collecting data using observation techniques, interviews and documentation techniques. The data obtained can be in the form of numbers, pictures, and facts that can be presented statistically and narrative descriptions (Antonius, 2014:12). Field research is field research that looks for possibilities whether or not a new theory is discovered after field research. In the process of collecting information, qualitative data can be obtained so that the data is more comprehensive in researching research problems, because this researcher has the freedom to use all data collection tools according to the type of data needed. The research used is descriptive analysis so that a description or description of the facts, properties and relationships between the phenomena investigated will be obtained, this descriptive research is a research that is not intended to test certain

hypotheses but only describes what it is about a variable, symptom. or circumstances. The research was carried out at the Riyadlul Ulum Waddawah Integrated Middle School and Darul Mutaalimin Integrated Middle School, Tasikmalaya City.

Data collection techniques in this study are: 1) Observation, in the view of Djaman Satori (2009: 105), observation is the observation of an object being studied either directly or indirectly to obtain data that must be collected in research. In this study, observations were made on schools, principals, teachers, students, administration and school committees; 2) Interview, In the view of Djaman Satori (2009: 131), interview is a process of obtaining information for research purposes by means of dialogue between researchers as interviewers and informants or those who provide information in the context of participatory observation. In this study, interviews were conducted with schools, principals, teachers, students, administration and school committees; 3) Documentation Studies, according to Djaman Satori (2009:147), documentation is a written or printed record of past events, which can be in the form of anecdotal notes, letters, diaries and documents. According to Suharsimi Arikunto (2005:135), suggests that the document comes from the word document which means written goods such as school government profiles, books, magazines, documents, regulations, meeting minutes, diaries and so on.

C. RESEARCH RESULTS

Based on the data obtained in the field, the research results can be stated.

1. Character Education Planning

The planning for Character Education of the Tasikmalaya City Junior High School is all guided by the school's vision and mission. The school makes general and specific steps. In general, the school makes rules and procedures for each field within the school's scope. In particular, every teacher and staff is prepared to teach and serve by the foundation at the Staff Meeting and then in schools to create teaching programs that integrate with the Koran and character themes that have been determined by the foundation. In the planning process, the principal first coordinates with the spiritual field of the Foundation and forms a work team. In addition, in the planning process, the principal also determines the goals to be achieved and conducts a SWOT analysis with his work team. This is in line with Terry's concept, "management is a distinct process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplish stated objectives by the use of human beings and other resources".

There are four factors that influence the success of realizing the vision and mission of character education as conveyed by the Headmaster: 1) Commitment: emphasizing every technique to practice it together in the field. In students, colleagues and parents this shared vision and mission must be applied; 2) Consistent: when implementing character education, when the teacher is tired of seeing students who don't change, the changes take a long time, so that the grades drop, the teacher should not give up or let it go, but

remain consistent; 3) Evaluation: data from character building regarding student discipline, classroom observation forms that are filled out every day, if they are good they are rewarded, if students are negligent there will be disciplinary action; 4) Making a solution: in the application of character, if it is found that students are still unable to follow it, we will make a solution, by calling their parents, discussing. For example, the student is often late for school, does not make assignments, etc., we discuss with his parents and make ways to help the student change, the shape is like a guidance class, both spiritually and academically.

Character education in schools is also closely related to school management or management. The management in question is how character education is planned, implemented, and evaluated in educational activities in schools adequately. Such management includes values that need to be instilled, curriculum content, learning, assessment, educators and education staff or other related components. Thus, school management is one of the effective media in the application of character education in schools.

In addition, researchers found data in the field that in formulating plans the school also made an analysis in the form of a SWOT analysis, to predict uncertainties that might be faced in the implementation of work programs. This is in line with the concept of Kinicki & Williams (2008:146), "planning is coping with uncertainty by formulating future courses of action to achieve specified results". Planning is an attempt to deal with uncertainty by formulating future programs to achieve certain results.

Character education planning is expected to be carried out in several aspects of character as follows:

a. Discipline Punctual entry and exit from class, discipline ceremony, not skipping school, study in an orderly manner.

b. Religious Worship on time, praying before activities, greetings, shaking hands, Islamic dress, sunnah worship,

c. Social Respect each other, don't bully, make friends with anyone, no gangs, help each other in trouble.

2. Formation of the Character Education Team

The character building management implementation team is formed and structured so perfectly to be effective in its implementation, an organizational expert provides a concept of effective team composition. A team is expected to consist of people who are placed in completely different positions according to their competence. The management of this character formation is formed with the following composition:

a. A leader, which is a disciplined thinker in charge of organizing and coordinating the team, maintaining a balance of efforts and being the fulcrum of the team in maintaining

their position. In this case, the principal is appointed as the chief executive of the management of the character building of students.

b. A shaper, a person who has the ability to provide dynamic and direction to a team, provides motivation, is creative. In this case, the vice principal in the field of curriculum acts as a controller in providing motivation to the team.

c. A thinker, who can provide ideas for team progress. In this case, all teachers involved in the management of character building include Islamic Religious Education and Citizenship Education teachers, as well as appointed teacher representatives.

d. An evaluator, who can evaluate existing problems and the results of team work. In this case, the deputy head of student affairs can directly participate in seeing the results of character education management in the field.

e. A resource investigator, who provides information and social networks and relationships. In this case, public relations can interact both with residents inside and outside the school.

f. A team worker, who efficiently deals directly with work, resolves conflicts, smoothes relationships and motivates teammates. In this case, all teachers in the school are involved as team workers who are involved either directly or indirectly.

g. A final aligner, who guides and alerts the team when things go wrong with shared commitments. In this case the principal, vice principal and committee can be involved in the final alignment or as management evaluators

The seven characters are assigned by the principal to each team according to their abilities. It is not impossible that these characters exist in the same person. For this reason, it takes foresight from the manager to determine who can enter the team and place them in the right position. Effective teams in some educational units have great uses. The team can only work effectively if it is managed properly by the management by involving the members of the team concerned. The manager (principal) who is directly responsible for the team concerned must be able to position himself as a mentor or coach and give team members the freedom to express opinions and ideas.

Some things that also need to be considered by managers are factors that can affect the existence and efficiency and effectiveness of team work. Above all, it requires full commitment by the school to provide opportunities for the team to carry out their duties.

3. Implementation of Character Education

After the planning and formation of a character education management team is made, it must then be disseminated to all teachers, students, school employees and parents of students, so that the goals of character education are achieved. Through the Staff Meeting, all at the beginning of the school year. For parents it is socialized through Learning Information Week and Compulsory Learning Together, for teachers through

teacher morning meetings, as well as through In House Training activities and trainings. For students through Guidance in class, personal and group guidance, also through Student Orientation Period, Flag Ceremony or morning apple and electronic media. Each year the focus of the characters will be determined which will be applied together. In one semester there is one character focus, so in one academic year there are two character focuses that will be practiced together. Mobilization is the act of trying to get group members to try to achieve goals in accordance with the organization's efforts. In this case, it can be seen from the activities of leaders in guiding, communicating and making decisions in accordance with the work to be done. Schermerhorn (2010) stated that, "leading is the process arousing people's enthusiasm to work hard and inspiring their efforts to fulfill plans and accomplish objectives." Leading (moving) is the process of generating people's enthusiasm to work hard and inspiring their efforts to fulfill plans and achieve goals. So it can be concluded that mobilization is an effort made by the leader through motivation, leadership and communication to move his colleagues to implement the plans that have been set towards the goals that have been wanted to be achieved together in the organization or educational institution. Implementation is nothing but an effort to make planning a reality, through various directions and motivations so that each employee can carry out activities optimally in accordance with their roles, duties and responsibilities. The important thing to note in this implementation is that an employee will be motivated to do something if: 1) he feels confident that he will be able to do it; 2) believe that the job provides benefits for him; 3) not being burdened by personal problems or other tasks that are more important, or urgent; 4) the task is a trust for the person concerned, 5) the relationship between friends in the organization is harmonious. This is marked by the presence of: communication and motivation from the principal with the teachers, and his work team in achieving the goals that have been set.

The formation of the character of discipline cannot be separated from talking about rules. The rules that apply include two, namely school rules and class rules. Both have a fairly important role in disciplining the entire school community. School rules and class rules contain various matters related to the guidance of community members in this school in their daily behavior. With school rules and class rules, students will have a clear view of what to do and what not to do, as well as the consequences or sanctions for violating existing rules.

The importance of making school rules and class rules is to create a culture of discipline in schools that will be influenced by one factor, namely school rules and norms that can affect class discipline. Thus, school policies set school rules and class rules are appropriate to create a culture of discipline both in the school environment, and in the classroom environment in particular.

One of the activities to enforce student discipline is through the policy of praying in congregation with obligatory and sunnah prayers, namely for dhuha prayer and tahajjud prayer. Through this congregational prayer activity, students are trained to be orderly in

worship, starting from preparation, implementation to ending worship. This congregational prayer activity is colored with habits related to conditioning Shiva to be disciplined in worship.

Then in the class also formed Affective Posts in Each Class. Affective post is one of the policies carried out by schools to internalize character values to students, including discipline character values. The term affective post here is used to refer to activities in the morning that contain habituation in welcoming students in the morning. This activity is colored by various things related to the creation of student discipline behavior. This activity is not only the responsibility of the class teacher, but rather involves actively involving students in welcoming their friends in the morning.

Affective post activities will be focused on fostering students in orderly behavior in entering class, stepping, greeting, shaking hands, putting down bags, and so on. In the morning the class teacher and the students on duty that day were ready in front of the class to welcome students who came to class. Through this affective post activity, students are actively involved in enforcing discipline at school.

Monitor the disciplinary behavior of students in the Dormitory through the Daily Activity Notebook. The daily activity logbook is one of the policies carried out in schools to monitor student discipline behavior in dormitories. This book is a tool for teachers to monitor student activities in dormitories in terms of discipline in worship, study, and other activities related to the development of student discipline.

The existence of a student daily activity log book aims to maintain consistency between student activities at school and at home. This consistency needs to be monitored and maintained to support the success of the discipline character education program that is being developed. In order to discipline students, it is necessary to control time and space as a tool for monitoring student behavior. Through the control of space and time, it is hoped that students' self-awareness will gradually emerge to behave in a disciplined manner. The policy of having a daily activity logbook is an effort to monitor student behavior at home which is impossible for the teacher to observe individually. To maintain the effectiveness of the use of this daily activity log book, not only students are informed about how to fill it out, but parents are also informed about the meaning and how this daily activity log is functioned so that it can provide appropriate information to schools about children's behavior at home.

Provide affective messages in various corners of the school that are easily seen by school residents. Affective messages are not only given orally to students, but are also given through messages posted in various corners of the school that students can easily find at any time. It is important to give these affective messages to students so that students always remember the disciplinary behavior that must be done, so that they will implement it in their daily behavior at school. Making sticky boards for affective messages is the school's effort to socialize the values of disciplined character to students. This

socialization is needed so that all students know the character values developed by the school. Armed with knowledge of the character values of the discipline developed, students will gradually internalize these character values within themselves and in the end they will behave in accordance with the character values that are internalized within them.

In the process of internalizing the values of disciplinary character, it is very important to socialize the values of disciplinary character developed by the school. Findings about the socialization of discipline character values through affective messages posted in various places in the school.

The key requirement for maintaining the integration of value patterns in the system is through the process of socialization and internalization. Through the socialization process about the values of the discipline character developed, it is hoped that students will have knowledge about the values of the discipline character developed by the school so that it will be easier for them to internalize these values within themselves. If the process of socializing and internalizing the values of this discipline character is successful, then students will have the awareness to behave in a disciplined manner independently without coercion from any party.

Involving parents or boarding supervisors in disciplinary character education, parental involvement in supporting the success of disciplinary character education carried out by schools is an important thing that should not be ignored. This activity is carried out with the aim that parents can carry out disciplined character education programs developed in schools in children's daily activities at home. In addition, parents will also provide information about various matters related to the activities or behavior of children at home. If the behavior is positive, then reinforcement is given, while if the behavior is deviant or negative, the parents and teachers will work together to overcome it.

Parental involvement in disciplinary character education will have several positive effects shown by indicators including more positive student behavior, higher student grades, more consistent school attendance, and fewer disciplinary problems.

The involvement of parents in disciplinary character education can prevent the emergence of student behavior problems. Thus the deviant behavior or undisciplined behavior of students can be minimized. The importance of parental involvement in disciplinary character education is closely related to the role of the family. The family is the closest environment to students and most of the students' time is spent in this environment. Thus, the family has a big role in developing the disciplined character of children and has a large portion of time to discipline children.

Based on this, the family is the foundation of intellectual and moral development. One of the roles of the family in disciplining students is to control the behavior of children at home. In this case, parents can control the discipline of children in terms of watching TV, playing

games, doing homework, studying, worshiping, and so on. If there is a child's deviant behavior, parents need to notify the school so that a solution can be found so that the deviant behavior can be overcome, and the child returns to behaving according to the existing rules.

Involving the School Committee in disciplinary character education elements of the school committee are part of the community involved in disciplinary character education. The community, which in this case is represented by the school committee, has an important role in supporting the success of disciplinary character education in schools. The reason for the need for the community to be involved in disciplinary character education is that children's interactions are not only limited to teachers and peers and parents, but they also interact with other wider communities.

The importance of community involvement, which in this case is represented by the school committee, is based on the reason that the community, either directly or indirectly, will have a positive influence on the formation of the character of students. School committees in supporting the success of student discipline character education can act as partners for schools in the process of developing student character. This collaboration can be realized in the form of cooperation in terms of formulating programs, supporting program implementation materially and non-materially, motivating parents of students to be actively involved, evaluating program implementation and so on. Creating a conducive classroom climate as a laboratory for students to behave in a disciplined environment is important to support the successful implementation of disciplined character education in schools. This conducive environment can include physical and non-physical environments. The components of a conducive environment for developing discipline in schools include components of the principal, school policies, classroom management, close relationships between teachers and students, and good classroom management. There are 6 (six) elements that must be met by a school to be able to cultivate morals in it, namely: 1) leadership from the principal; 2) policies to enforce discipline; 3) build a sense of family at school; 4) democratic class management; 5) create close cooperation between adults; and 6) setting aside time to deal with moral problems that arise in the school life, both small and large. It is important to pay attention to the classroom environment that is conducive to the development of students' disciplined character, especially at the elementary school level because it is easier for elementary school-aged children to develop their character through various classroom activities.

Students will pay attention to everything that happens in class and they will imitate it and apply it in their daily behavior. This is where the importance of role models for students. Most of the disciplinary behavior in daily classroom activities is not clearly written in the lesson plan made by the teacher. Most of it takes the form of a hidden curriculum that is manifested in the daily behavior of teachers. Teacher discipline in entering the classroom, wearing uniforms, managing the class, all of which are noticed by students.

In the classroom, teachers need to do various things that can support the success of a disciplined character education program, including establishing close and warm relationships with students, making the classroom a discipline laboratory for students, controlling residual behavior, and providing time to deal with unwanted behavior problems. according to the rules that should.

4. Supervision of Character Education

The next function of management is supervision. Supervision is part of the management function which seeks to ensure that the predetermined plans can be achieved effectively and efficiently. To ensure whether the implementation of character education is in accordance with the plans made, it is necessary to carry out monitoring or supervision carried out by the principal: 1) Supervision of teachers is carried out in accordance with the standards of performance of teachers, in terms of administration, ethics , socializing, done every day, by observing the state of the school; 2) Supervision can be in the form of a homeroom meeting with the principal, where the homeroom teacher reports to the principal what has been done, reports on the children's progress, so that all teachers are informed; 3) Supervision can be in the form of monitoring by homeroom teachers, subject teachers and school principals during the learning process supported by administrative character observations through "I will" observations in class and awarding reward or discipline points.

The implementation of the character education program is made as a success indicator or measuring tool for the success of the implementation of the character education program. At the end of the school year an annual evaluation is held, so that data are obtained in the form of successful and unsuccessful programs. In all teacher workbooks, work standards and indicators are made, both teachers in the field of study, homeroom teachers, core teams, both in the administration section, all have indicators of success. The instruments for observing students' characters are in the form of: 1) Class daily journals: character observations by the subject teacher. The form is in the form of a business file, which contains the names of all children and there are observations per day per field of study, the teacher will continue to observe this child, he grows in any character; 2) Wisdom Book: an observation book on student character by the homeroom teacher together with parents through an Events Sheet filled in by the homeroom teacher, reported to parents, the parents will later sign the sheet, stating that they know their child has committed a violation; 3) Event notes: every child if they do something good, something that has certain points is good, must be appreciated. Each child will record in the points book, each student has their own points book. Something good or a violation will be recorded in the point book, the teacher will sign it. With supervision, it will help assess whether the planning, implementation/mobilization has been carried out effectively. Planning is made on target in accordance with the vision, mission of the organization and involves all school members, including parents. The implementation of character education is not only taught character but also applied in every activity.

5. Evaluation of Character Education

Principals and teachers conduct evaluations every weekend. Evaluation activities are filled with advice from the principal or teacher as well as motivation to students in terms of implementing character building for a week as to what deficiencies must be corrected. In addition, regular meetings are held with parents/guardians of students, teachers report the attitudes and behavior of students at school. The teacher tries to build cooperation with parents/guardians of students in instilling character values in students.

After this program is running, within a certain period of time the student's violations are proven to be decreasing. The record of violations is decreasing every day. This proves that the disciplinary character building program is able to slowly instill the disciplined character of students. Students as the main actors in the implementation of character education provide direct experience and real understanding of concepts. Students learn there will be consequences if students do everything. This makes students understand the importance of thinking before acting. Discipline character management program can be applied effectively.

6. Follow-up Character Education

All activities of planning, implementing and supervising character education management activities continue to be evaluated for their strengths and weaknesses, then analyzed for how to follow up. Every program that is running will continue to be followed up on all forms of weakness so that it can experience changes within a certain period.

D. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

Based on the results of the research presented in the previous discussion, the findings and specific conclusions of the study were obtained as follows:

a. Management planning and organizing in shaping the character of students in the City of Tasikmalaya is closely related to school management or management, namely how character education is planned, implemented and evaluated in educational activities in schools.

b. Implementation management in shaping the character of students in the City of Tasikmalaya plays an important role in shaping the character of students' discipline. Because it is an effort to make students more disciplined, civilized, polite and pious and to help students become individuals who are human and have good morals.

c. Supervision management in shaping the character of students in the City of Tasikmalaya Supervision is part of the management function that seeks to make the plans that have been set can be achieved effectively and efficiently. To ensure

whether the implementation of character education is in accordance with the plans made, it is necessary to carry out monitoring or supervision carried out by the principal.

d. Management of evaluation and follow-up in shaping the character of students in the City of Tasikmalaya is carried out regularly by principals and teachers so that it proves that the program of forming disciplinary character is able to slowly instill students' disciplined character.

2. Suggestions

The suggestions in this research are:

a. Reference material or literacy in carrying out character building management elsewhere.

b. Reference material for school principals, teachers or the government in the implementation of Tasikmalaya City Student Character Education Management.

c. The basic material for student or community research for further research on the Management of Student Character Education.

d. Literacy Materials for Principals, Teachers, Students, Parents and the Government as policy makers regarding the Management of Student Character Education.

Daftar Pustaka

- Aan Komariah, Djam'an Satori. 2009. Metode Penelitian Kualitatif. Bandung, Alfabeta.

- Antonius, 2014. Time Management: Menggunakan Waktu Secara Efektif dan Efisien. Jurnal Humaniora. Vol 5. No 2.

- Arikunto, Suharsimi. 2010. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.

- Chow, H.P.H. 2011. "Procrastination among Andergraduate Student: Effects of Eotional Intellegence, School Life, Self Evaluation and Self Efficacy". Alberta Journal of Educational Research, 57 (2): 234-240

- Departemen Pendidikan Nasional. 2003. Undang-Undang Republik Indonesia No. 20 Tahun 2003, Tentang Sistem Pendidikan Nasional. Jakarta: Kemendikbud.

- Peraturan Pemerintah Republik Indonesia Nomor 87 tahun 2017 tentang Penguatan Pendidikan Karakter, Jakarta: Departemen Pendidikan.

- Kinicki, Angelo dan Brian K.Williams. Management A Partical Introduction. New York : McGraw Hill. 2003.

- Permadi, Dadi, Kepemimpinan Mandiri (professional) Kepala Sekolah, Bandung, PT. Sarana Pancakarya Nusa, 2016.

- Schermerhorn, Jr, John R. 2010. Manajemen Edisi Bahasa Indonesia. Yogyakarta: Andi Offset.