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School Management in Improving Student Character Education (Case Study at Annida Tahfizhul Qur'an Middle School)

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ABSTRACT

School management is the management of education in schools to achieve the goals that have been set. This Research aims to find out how school management improves student character education. This Research uses a qualitative approach with descriptive methods, where data collection techniques include interviews, observation, and documentation. The research subjects were the principal, teachers, and students at Tahfizhul Qur'an Annida Middle School. Data analysis is done by sorting the data obtained, then analyzing it and drawing conclusions. The results of this Research are: (1) school management planning in character education is expressed through the school's vision, mission, and learning in teaching materials and activities at school; (2). Implementation of character education in schools through Integration in learning and extracurricular activities, the habituation of good character by all school elements, providing good examples and role models, and creating an atmosphere of character in schools (3). Evaluation of character education in schools through student personality reports and joint assessments with teachers and parents.

Keywords: School Management, Character Building, Annida Qur'an Memorization Middle School

ABSTRAK

Manajemen sekolah ialah pengelolaan pendidikan di sekolah untuk mencapai tujuan yang telah dietapkan. Tujuan dari penelitian ini ialah mengetahui manajemen sekolah dalam meningkatkan pendidikan karakter siswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif dimana teknik pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Subjek penelitian ialah kepala sekolah, guru, serta siswa di SMP Tahfizul Qur'an Annida. Analisis data dilakukan dengan memilah milih data yang diperoleh, kemudian dianalisas dan diambil kesimpulan. Hasil dari penelitian ini ialah; (1) perencanaan manajemen sekolah dalam pendidikan karakter tertuang melalui visi, misi sekolah, dalam pembelajaran di materi ajar dan dalam kegiatan di sekolah, (2). Implementasi pendidikan karakter di sekolah melalui integrasi dalam pembelajaran dan dalam ekstrakurikuler, pembiasaan karakter yang baik oleh seluruh elemen sekolah, pemberian contoh dan keteladanan yang baik, dan penciptaan suasana berkarakter di sekolah, (3). Evaluasi pendidikan karakter di sekolah melalui rapor kepribadian siswa dan evaluasi bersama guru dan walimurid

Kata kunci: *Manajemen Sekolah, Pendidikan Karakter, SMP Tahfizul Qur'an Annida*



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A. INTRODUCTION

Globalization has entered Indonesia marked by rapid technological developments that make it easier for people to obtain information worldwide. Globalization refers to the increasing ease of interaction between individuals in one place with individuals in other parts of the world (Widianti, 2022). Globalization easily influences the younger generation who are in the process of forming their character and identity. The negative influence of globalization can have an impact on changes in behavior, as well as poor morals in individuals, such as the following deviant behavior: accessing pornographic videos, consuming drugs, brawls, suicide, and so on. This phenomenon stems from children's character education weakness (Abdillah & Syafe'i 2020). The issue of character education and globalization is crucial today. The existence of character education is the foundation of education in Indonesia to improve national education for the better.

To form a good character and personality requires a continuous and ongoing process throughout life (Prabandari, 2020). Developing students' character during school and good character education management takes a long time to achieve optimal results. Character education for students is a crucial education and must be taught to children in schools since elementary school. Experts in Indonesia agree that the implementation of character education should start early so that good character becomes the foundation for children's lives in the future. So, it is customary for character education to start from the family, the initial environment for children's growth (Khusnul Khotimah, 2017).

School leadership plays a significant role in the effective implementation of character values. With good planning and supported by a highly committed team, the school's plans can be realized. Teachers become the leading movers in this context because they have broader authority.(Husna Nashihin et al. 2024). Through various routine programs every day, week, month, and year, internalization can be implemented to achieve character education goals (Rosad, 2019).

Given the importance of character in improving good human resources, it is necessary to implement appropriate and targeted character education. Arief Sukino explained that education requires concern and attention from various parties, especially in forming Islamic characters, from families, schools, communities, and governments. (S. Sukino and Utami 2020). Ideally, character education is integrated into all aspects, including family life and school (Khusnul Khotimah, 2017).

Based on the results of the researcher's observations, Annida Tahfizhul Qur'an Middle School is an educational unit that applies character education in its teaching and learning process. There is relevant previous Research with this Research, including 1). The Research was conducted at SDN Dayah Guci, Pidie Regency, where the school has implemented school management to improve the quality of education by planning school programs, implementing school programs, and evaluating the obstacles faced (Nur et al., 2016). The similarity of this study is that it discusses school management and the difference is that this study focuses on improving school quality. In contrast, the Research studied by the researcher focuses on enhancing student character. 2). Research that has been conducted at SMP Hikmah Teladan Bandung. This study discusses how religious character education in that place has been implemented with the results of the spiritual character values applied are divine and human. Implementation is carried out by integrating classroom learning with activities at school; the results of implementing religious character education can be seen from self-awareness of religion and good academic results (Abdillah & Syafe'i, 2020). The similarity of this study is in

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the object of Research, namely the implementation of character education in schools. Still, there is a difference in that the character education studied by the researcher focuses on religious character alone, while the researcher studies character in general. 3). Research at SMP IT Al-Hijrah 2 Laut Dendang, Deli Serdang Regency. This Research discusses character education planning, character education organization, character education implementation, and character education supervision. (Asmeni Adha. Syarifuddin 2022)This study has similarities in the form of a focus on the character education management process. The difference lies in the place of Research and character education in the previous study focused on the SIT (Integrated Islamic School) curriculum. In contrast, this study focuses on the national curriculum.

This study aims to explore the planning, implementation, and evaluation of school management in the application of character education through activities in the educational environment, as well as providing theoretical and practical contributions on how school management plays a role in forming a supportive climate for character education and can influence student development holistically. These findings also form the basis for developing more effective school management models in supporting the implementation of character education in various educational contexts.

B. Method

This type of Research is a qualitative descriptive study to see school management in implementing character education used by SMP Tahfizhul Qur'an Annida, Salatiga. The researcher chose to conduct Research in this place because the issue of character education is fundamental in the world of education and can provide solutions to various social problems, such as low student morality. By conducting Research in a place that prioritizes character education, the researcher hopes to contribute to discussing character-related issues.

The subjects of the study were the principal, teachers, and students. Data was collected through in-depth interviews with school administrators, direct observation, and document analysis related to the character education program. Interviews are one of the techniques used in the research process. (Barlian 2016)Interviews are used to collect data and information related to various school activities and policies in implementing character education. Observation involves researchers in daily activities being observed or used as a source of research data. (Soegiyono 2011)The observation in this study was conducted to collect data on the implementation of character education, from the learning process to all activities and daily life that show character education in schools. Documentation is a record of past events. Documents can be in the form of writings, pictures, or monumental works of a person. (Soegiyono 2011)Documentation techniques are used to obtain data on school structure, activity schedules, school programs, and learning made by teachers. This study uses triangulation techniques in the process of checking the validity of the data. (Samsu 2017)Triangulation is rechecking information from interviews with documentation and observation.

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C. Results and Discussion

School Management

Management consists of planning, organizing, implementing, and supervising, which can be implemented in an organization. (A. Sukino 2016). The purpose of this management is to make the implementation of activities effective and efficient. Meanwhile, school management is a process of managing a school through planning, organizing, directing, and supervising to achieve the predetermined educational goals of the school. As a manager, the principal has an essential position in school management.(Nur, Harun, and Ibrahim 2016).

School management utilizes all components owned by the school to achieve efficient goals. School management is created to achieve previously determined school goals. (Irwan Fathurrochman et al. 2022).The success of education in schools can be seen from the achievements obtained and good academic abilities. This is only possible to achieve with management in schools. Of course, school management can be carried out well with the support of professional human resources.

The existence of school management is to realize the goals of national education as stated in Law No. 20 of 2003 concerning the National Education System Chapter II Article 3 states that National Education plays a role in developing abilities and forming the character and civilization of a dignified nation to educate the life of the country, aiming to create the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.(Anisa and Effane 2022). Character education at the level of education is implemented in an integrated manner as an integral part of the school management program. The principal and all members can implement school management to achieve the school's goals. (Hamdani 2017).

School management includes planning, implementing, and evaluating every educational activity. Character education at the academic unit level can be implemented through learning activities, extracurricular activities, and other activities in the school. School management with character is management that has ethical character values, which are integrated into its management.

Character building

Character is a combination of ethics, morals, and ethics. Morals focus on the quality of actions and individual behavior that is said to be good or bad, right or wrong. Ethics judge good and evil based on the norms that apply in society. Morals emphasize that, in essence, every individual believes in which both (good and bad) exist.(Arifudin, Tanjung, and Sofyan 2020)

Character education is education to form an individual's personality through moral education, the implementation of which is visible in a person's behavior, such as honesty, responsibility, and so on. (Rohendi 2010). Character education is one of the means to shape students' personality to improve. The Ministry of Education has a program for character education in schools. This program has a direction to form and develop character values in students. Education not only educates students to become skilled people with good intellectual and academic skills but also makes them noble moral individuals. Given the importance of character in individuals, education is responsible for instilling it through the learning process(Ahsanulkhaq, 2019).

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Character education can be realized according to plan if the role of each structure in the school carries out its function effectively. It must be supported by external components from formal, informal, and non-formal institutions.(Nur, Harun, and Ibrahim 2016). The results of social psychology research show that successful people are primarily determined by the role of knowledge at 18%, and emotional skills, soft skills, or character determine the remaining 82%.(Hendriana and Jacobus 2017). This shows that character plays a big role in every individual's life.

As the Ministry of National Education reported, character education has several objectives, including; 1). Developing students' potential to become good-hearted, good-minded, and well-behaved people, 2). Forming students with Pancasila and religious characters, 3). Developing students' abilities to become independent, creative, and nationally-minded people, and 4). Making the school environment a safe, honest learning environment full of creativity and friendship, with a high sense of nationalism and strength. (Abidin 2019)

Schools are required to shape students' character through learning activities in class and outside class and to have programs that can shape the students' character at school. (Hamid 2018). 18 character values must be instilled in students. The 18 character values are religious, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curious, national spirit, love of the homeland, appreciating achievement, friendly or communicative, love of peace, fond of reading, caring for the environment, caring for society, and responsibility. (Nurfianto et al. 2022)

Character education in schools is defined as a learning process that focuses on strengthening and developing behavior based on values formulated by the school. This definition means: 1. Character education is integrated with learning in each subject, 2. There is reinforcement and direction in developing character as a whole; 3. Strengthening and directing character is based on values formulated by educational institutions(July 2014). So character education has the meaning of education oriented towards values, manners, character, and morals, to develop students' ability to make decisions about good and bad behavior and realize that goodness in everyday life.

Character education should be carried out in an integrated and sustainable manner through good management. (Aji 2016). In its implementation, character education in schools involves all components, including human resources, facilities, infrastructure, and school stakeholders. The implementation of school management must be able to plan, coordinate, organize, supervise and evaluate all school activities that contain character values in an integrated or integrated manner. This means that schools can plan education, programs, and activities that instill character values and carry out school quality control in a character-based manner. (Rosad 2019).

1. Character Education Planning at Annida Tahfizhul Qur'an Middle School

Implementing character education in the school environment requires planning, implementing, evaluating, and carrying out continuous follow-up. (Armini 2024). Planning is a way to achieve goals so that programs and activities can be implemented. The planning process is carried out systematically by considering various things that can be applied to obtain the goals that have been formulated. (Education, Nur, and Ibrahim 2016). Based on the data obtained by the researcher, the planning of character education at SMP Tahfizhul Qur'an Annida, which was held, was divided into several parts. First, the formulation of the vision and mission; Second, planning in learning; and third, planning through activities

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at school and the school environment.

SMP Tahfizul Qur'an Annida has a full-day boarding school program where all student activities at school will be monitored and given direction by teachers in class and in the dormitory. Communication between teachers, parents, and students is maintained outside school hours. With this, it is hoped that teachers can monitor and provide direction for students, hoping that character education implemented in school will continue at home.

Ahmad Fikri Sabiq, M.Pd as the principal explained that the school management planning stage in character education has been stated in the school's vision and mission. SMP Tahfizul Qur'an Annida's vision is to lead excellence in memorizing the Al-Qur'an and Islamic civilization literacy. The mission of SMP Tahfizhul Qur'an Annida is: a). Forming morals through learning, habituation, and role models, b). Organizing a program to learn the Al-Qur'an mutqin ten juz, c). Implementing integrated religious and language learning, d). Developing national-minded education, e). Strengthening literacy in the history of Islamic civilization comprehensively, f). Improving the quality of institutional management, g). Strengthening networks to strengthen institutional existence. From the description of the vision and mission, it can be seen that SMP Tahfizhul Qur'an Annida has paid attention to character, starting from formulating the school's vision and mission. The school's vision and mission are a strong foundation for realizing the school's ideals and goals. With the vision and mission that aim to build this character, of course, the formation of morals will be the main thing. It will constantly be monitored and carried out in the school environment by educators and education personnel.

Other planning is contained in the learning process and teaching materials. Learning at SMP Tahfizhul Qur'an Annida has integrated the independent curriculum into its learning. The teaching materials students study are based on the good characters in the Pancasila student profile. The six character dimensions incorporated into the Pancasila student profile are faith, devotion to God Almighty, noble character, global diversity, cooperation, independence, and critical and creative reasoning.(Fauzi, Rini, and Qomariyah 2023)SMP Tahfizhul Qur'an Annida applies the independent curriculum in its morning learning. The teaching and learning process is divided into two parts. The morning session starts at 07.00–11.30 WIB, where the independent curriculum teaches junior high school material. The afternoon session begins after the break and Dhuhur prayer at 13.00–14.30 WIB, which studies religious material, such as faith, morals, fiqh, and Arabic. The learning process that prioritizes character indeed cannot be implemented without the support of teachers and the school environment. In this case, teachers are essential in providing role models and examples of the expected character.

The last is planning activities at school. All of these activities are in the school environment. The school environment is all parts of the school that play a role in supporting the process of achieving goals and education at school.(Ningsih, Darsinah, and Ernawati 2023)

2. Implementation of Character Education at Annida Tahfizhul Qur'an Middle School

Researchers see school management at SMP Tahfizhul Qur'an Annida to improve character in students with several programs, namely, Integration in learning materials, Integration of character education in extracurricular activities, Integration of good

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character with role models and habits by all components of the school, and creation of a character-based environment in schools.

First, Integration in the learning process. Character education begins by providing students with knowledge of goodness and then directing students to behave well and love that goodness. The next step is to motivate students to apply the good character taught voluntarily and continuously. (Rev. 2021)

SMP Tahfizhul Qur'an Annida uses the independent and pesantren curriculum in its learning process. In this independent curriculum, character values have been integrated through the Pancasila student profile. The instillation of character education in the learning process has been implemented with discipline in the teaching and learning process in the form of punctuality; learning begins with praying together, the habit of raising hands first when asking questions, and wearing uniforms according to the schedule.

SMP Tahfizul Qur'an Annida has several activities outside of KMB, such as tasmi activities or listening to the memorization of the Qur'an; with this activity, it is hoped that students can have a religious character and be pious to God Almighty. There are also scouting activities every Friday, which can foster independent, nationalist, cooperative, and cooperation characters and other activities. Activities that contain these characteristics can only be implemented for students with a supportive school environment.

In addition to the things mentioned, Annida Tahfizhul Qur'an Middle School also uses the pesantren curriculum in learning. Some subjects related to character education are learning that uses the Talimul Muttaalim book. The discussion of this book includes manners and ethics of learning towards teachers. Integration in other learning is personality material teachers teach outside of class hours. This material's contents are daily worship, morals towards others, and religious knowledge.

In essence, character education at SMP Tahfizul Qur'an Annida is implemented on every subject matter without any changes in the substance of the material. Character education is not only in specific subjects such as religion, PPKn, and all materials in general. Teachers can provide reflections on the character domain so that character learning can be carried out comprehensively in every learning material.

Second, role model. Teachers have a significant role in the implementation of role models. They are role models and direct role models for students at school. In addition to being a facilitator in learning, teachers also play a role in directing their students to become human beings with noble character, intelligence, life skills, and a personality that builds them to be better than before.(Hafid Fadillah and Sanusi 2020).

Role models are not only obtained from educators alone. Role models at SMP Tahfizul Qur'an Annida can be seen from educational staff such as TU staff, security guards, and school guards who provide student role models. Role models that can be taken as examples are in the attitude of caring for each other and the responsibility given by both superiors and teachers.

One of the programs owned by the Annida Tahfizhul Qur'an SMP Foundation is personality mentoring for teachers. Experts in their fields fill mentoring by bringing resource persons to the school. This mentoring contains strengthening character building and deepening of religion. Mentoring is carried out once a week, which all teachers and staff attend to improve teachers' character and provide good examples, paying attention

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to character, and positive values for the sustainability of the education process.

Third, Habituation. Habituation is one of the teaching methods that is considered adequate. Character education must be instilled and carried out repeatedly to become a habit and form the desired character. (Shoima 2018)Habits in developing character education are carried out at Annida Tahfizul Qur'an Middle School by: a). Habits of praying in congregation at the mosque, b). Habits of starting lessons by reading the Qur'an together and praying together, c). Habits of shaking hands with teachers when going to school, d). Habits of queuing for lunch at school.

Fourth, Integration in extracurricular activities. Extracurricular activities have a close correlation with the development of character education. Extracurricular activities are educational activities carried out outside of class hours, which are carried out both inside and outside the school environment to expand knowledge, improve skills, and internalize religious values or rules and social norms locally, nationally, and globally to form a complete person. (Al Azizi 2018)

From the results of the researcher's interview with Maulida Swastuti, S.Pd, as a teacher, SMP Tahfizhul Qur'an Annida has several extracurricular activities that students, including scouts, sermons, journalism, and tilawah, must follow. From several of these extracurricular activities, good character values can be taken, such as in scouts, there are values of discipline, respect, honesty and helping each other. There are also good character values in sermons, including ethics in speaking and self-confidence. Meanwhile, in the extracurricular activity of journalism, there are character values: the ability to think critically, accuracy, and creativity. Character values are found in the tilawah extracurricular, which emphasizes more on religious character, namely, obedience to religion and the value of patience. Extracurricular activities at this school allow teachers to develop students' characters according to their respective fields.

Fifth, creating a culture of character in schools. School culture is an essential vehicle in shaping students' character. In school culture, there is a set of values that underlie behavior, traditions, habits, daily life, and symbols taught by the principal, teachers, students, and school employees.(Hidayah, Yanti, and Puja Wati 2020)

Creating a character culture in schools, of course, involves all human resources in the school, from teachers to staff and even students. The participation of parents is also needed to foster a good character culture in schools. The attention and contribution of parents will influence the process of forming good character. A character culture in schools is created by integrating character education in subjects and good habits in everyday life, remembering the role model of teachers also has a significant role.

3. Evaluation of Character Education at Annida Tahfizhul Qur'an Middle School

Evaluation of character education includes control and summative evaluation. In this case, control is interpreted as an assessment of the implementation of character education. As in learning, the process is called formative. At the same time, summative evaluation shows the achievement of the competencies that have been set.(Taufiqur Rahman and Siti Masyarafatul Manna Wassalwa 2019).

Based on observations and interviews conducted by researchers at SMP Tahfizhul Qur'an Annida, several ways were evaluated to implement character education in schools. Summative evaluation is carried out with personality report cards. SMP Tahfizhul Qur'an Annida has two types of report cards for student learning outcomes, both academically

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and non-academically. The personality report card given every half-semester includes notes on developing students' personalities in worship, solidarity, discipline, self-confidence, honesty, politeness, and responsibility. In the personality report card, there are notes for students for character areas that need to be improved. This personality report card, in addition to being an evaluation in character education, also provides information for parents of students to understand their children's personalities more deeply.

Evaluation of control at SMP Tahfizul Qur'an Annida is carried out together with teachers and parents. This evaluation is carried out in a structured and unstructured manner. The structured one is a monthly program implemented at the school by inviting parents to discuss school programs and children's development in terms of personality and academics. Unstructured evaluations can be carried out at every possible opportunity between teachers and parents. With the review involving parents, student character education will be comprehensive and optimal.

D. Conclusion

The study results indicate that effective school management can create a supportive school environment for character education. The role of the principal and all elements in the school influence the success of this character education. SMP Tahfizhul Qur'an Annida has implemented character education planning by formulating a vision and mission that includes character education and integrating character education into subjects and activities at school. Character education can be implemented by Integrating learning, role models, habits, and a supportive school environment accompanying extracurricular activities. Evaluation in the character education process is divided into assessments using personality reports and evaluations with teachers and parents. This study has limitations, namely the absence of a discussion of the obstacles or barriers faced in the character education process at SMP Tahfizhul Qur'an Annida.

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