

How to Cite

Thoyib, M., Suhifatullah, M. I., Sutarman, S., & Widodo, W. (2021). Learning management in integrating character education. *International Journal of Social Sciences*, 4(2), 315-324. <https://doi.org/10.31295/ijss.v4n2.1746>

Learning Management in Integrating Character Education

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Abstract---The purpose of this study was to determine: (1) learning planning, (2) organizing learning, (3) driving learning, and (4) supervising learning in integrating character education in SMP Negeri Kota Tangerang. This study used a survey method with a one-variable descriptive quantitative approach. The population of this study were 165 teachers at 4 (four) State Junior High Schools in Tangerang City, through the Slovin formula with an error rate of 7.5%, a sample of 86 respondents was obtained. The technique for data collection used a questionnaire. The results of the study: (1) in the lesson planning, the condition is at 56.01% or it is in the medium to good category. However, at the sub-indicator level, it was found that many teachers did not include the material and form of character education evaluation in their planning. (2) in organizing learning, the condition is at 63.91% or it is included in the medium to good category. However, at the sub-indicator level, it was found that many teachers did not have the art of creating a comfortable and pleasant learning atmosphere. (3) in driving learning, the condition is at 61.28% or it is in the medium to good category.

Keywords---character education, integrating, learning management, organizing learning, supervising learning

Introduction

The quality of life - physically and mentally - a person, family, nation, and even the entire human race, is very dependent on how they get education from childhood. Therefore education is fundamental and must be the top priority in human life. It is true that genetic factors also influence the physical and mental formation of humans, but it cannot be denied that education is the most dominant factor in shaping a person's personality or character. Garawiyana (2002), states that: "Education within a certain limit is capable of eliminating inherited and genetic traits in humans as well as replacing them with new traits and conditions". Realizing the importance of education in realizing the quality of human life, education must be a conscious effort of every adult, whether formally institutionalized, non-formal, or informal. Education must also be a planned activity through guidance, teaching and training to be able to develop various potential personalities of children to maturity and independence which in turn can be beneficial for personal life, family, community, and nation (Hidayat, 2012; Mulyasa, 2013).

"The above expression strengthens that the authenticity of the human self can only be maintained and developed through education. Therefore, in the view of humanism, education can also be said to be the process of humanizing

human children, because at birth humans only have human potentials that need to be nurtured and developed. also so that every child can grow and develop positively, all aspects of their personality require a holistic touch of education which is carried out consciously and planned (Widodo, 2019). School institutions need to create a conducive environment, so that each child gets the best learning experience and determines the positive development of the child's personality or character (Musbaing, 2020).

In character education in schools, the teacher is a key figure or one of the main components. UURI Number 14 of 2005 concerning Teachers and Lecturers, in Chapter I Article 1 paragraph 1, states that: "The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education pathways. formal education, basic education, and secondary education. " As a teacher educator has a very central role, because that role includes all dimensions of educational goals that must be realized. Widodo (2019), reveals: This was also reminded by Martin Luther King in Muslich (2011), that: "Intelligence plus character that is the goal of true education" (Intelligence plus character that is the ultimate goal of real education). Therefore Silberman in Sagala, says that: "Education is not the same as learning, because learning only focuses on efforts to develop human intellect. While education tries to develop all aspects of personality and human abilities, both from the cognitive, affective and psychomotor aspects. Education has a broader meaning than learning, but learning is a powerful means of delivering education".

This means that every teacher has an obligation to integrate efforts to instill character values in the classroom through teaching and learning activities in the subjects they teach. This means that in carrying out the learning management functions, the teacher must integrate character education material. Because character education of students in schools must be planned, organized, implemented, controlled and evaluated. Dianti (2014), states that "teaching and learning activities in class are the core activities carried out in schools so that the implementation of integrated character education in each subject is one aspect that must receive special attention. Teaching and learning activities in each subject can integrate the character values to be achieved at each stage, namely planning, implementation, and evaluation". However, recently the world of education in Indonesia has been shocked by various events in the school environment which indicated the low quality of teachers in managing learning activities, especially in integrating character education. Many teacher behaviors that are not in line with educational principles are shown in front of students. This instead of being able to create comfort in learning, in fact, it actually creates fear and or hatred of students, as a result of acts of violence or immoral behavior shown by the teacher. The above conditions are strengthened by the Indonesian Child Protection Commission (KPAI) in <https://zonasultra.com/potret-pendi-dikan-k> (Rokhman et al., 2014; Pane & Patriana, 2016).

Character-di-era-milenial.html, which states that, "violations of children's rights in education from year on year has increased significantly. It was reported that cases of violations of children's rights in 2018 reached 4885 cases. This number has increased compared to 2017 which reached 4579 cases. " It was also reported in Sindonews.com, Thursday, 19/04/2018, that "a vocational high school (SMK) teacher in Purwokerto, Banyumas Regency, Central Java committed acts of violence by slapping his student in front of other students. Ironically, this incident was actually recorded by one of his students on the teacher's orders. The video of the violence committed by LK against L lasted 29 seconds and has been widely circulated. The video shows LK slapping L in front of other students. Before slapping L, LK was seen first stroking L.'s cheek. Within seconds, LK suddenly slapped L. "Violence perpetrated by teachers is very varied, some are physical, namely injuring or injuring students, such as hitting, slapping, kicking. There is also violence that is psychic in nature, namely by insulting, harassing, criticizing or saying words that hurt feelings. The teacher's behavior can reduce self-confidence, make children feel humiliated, small, weak, ugly, useless and helpless.

The various phenomena of teacher behavior above reinforce the notion that teacher management, especially in character education in schools, is still low. Therefore the authors consider it important to describe the conditions of teacher management in character education in schools accurately through research. It is hoped that the information obtained regarding the condition of teacher management quality in character education in schools can be the basis for recommending teacher management guidance programs to improve the quality of character education for students (Offord et al., 1996; De Groot et al., 2010).

Method

This study used a survey method with a descriptive quantitative approach. In this context, it will describe current symptoms or phenomena related to the conditions of learning management in integrating character education in schools. Therefore, the subject of this study involved junior high school teachers in Tangerang City, Banten Province, by determining 4 (four) State Junior High Schools as affordable populations. The method of data collection

was carried out by distributing questionnaires or questionnaires to a number of teachers who were randomly selected as samples whose numbers were determined by the Slovin formula. This research is related to one variable, namely learning management in integrating character education in schools. This variable conceptually means the operationalization of learning management functions in integrating character education in the implementation of learning in each subject. Based on the above concept, operationally, this research refers to the following aspects:

- Learning Planning in integrating character education.
- Organizing Learning in integrating character education.
- Learning Movement in integrating character education.
- Learning Control in integrating character education.

The data analysis technique used descriptive quantitative analysis. According to Sugiyono, that: "Descriptive analysis is a test used to analyze data by describing or describing the collected data as is without the intention of making general conclusions. In this study, descriptive analysis is the presentation of data from respondents through tables obtained from the calculation of the percentage (%). The descriptive data analysis steps are as follows:

- Calculating Percentage (%) of Respondents' Achievement Score
This stage performs data processing of the results of the respondent's score based on the results of each question item for each indicator with the percentage formula formulation proposed by Sugiyono, as follows:

$$Pr = \frac{F}{N} \times 100\%$$

With:

Pr = Percentage of respondents' achievements for each alternative answer

F = Number of respondents' answers

N = Number of respondents

100% = Fixed amount

The data achievements above are then accumulated to determine the score for each indicator, then the score for each indicator is accumulated again to determine the total score of the studied variables as the purpose of this study. To obtain a score for each sub-indicator, a percentage formula is used, as stated by Sugiyono, as follows:

$$Pr = \frac{SC}{SI} \times 100\%$$

With:

Pr = Percentage of score achieved for each indicator

SC = The number of achievement scores that are on each item

SI = Total ideal score (number of respondents which is multiplied by the number answer alternative).

100% = Fixed number

- Confirming the percentage (%) of the respondent's score with the criteria / standard of success
After the answers are analyzed through the formula above, then adjust them to the qualifications / criteria adapted from Sugiyono, as in table 1 below.

Table 1
Respondents' answer status

No.	Score Status Range	Qualification-Criteria
1	81 – 100	Very Good / High
2	61 – 80	Good / High
3	41 – 60	Moderate
4	21 – 40	Not good / low
5	0 – 20	Very Bad / Very low

Results and Discussion

Based on the calculation of the score of each respondent's answer to each question item in the questionnaire, then accumulated to obtain the score for each sub-indicator. The results of the calculation of the scores for each sub indicator are then accumulated again to obtain data for each indicator, the results of which can be seen in table 2.

Table 2
Learning management in integrating character education on each indicator

Indicator	Number of Respondents	Score Total	Average Score	%
Planning	602	1686	2,80	56,01
Organizing	430	1374	3,19	63,91
Movement	688	2108	3,06	61,28
Supervision	430	1151	2,68	53,53

Taking into account the data in table 2 above can be interpreted as follows:

- Regarding the learning planning indicator in integrating character education, the condition is 56.01% or it is in the moderate category, but at the sub-indicator level, it is found that there are still many teachers who do not include material and form of character education evaluation in planning.
- Regarding the indicators of organizing learning in integrating character education, the condition is at 63.91% or it is included in the medium to good category, but at the sub-indicator level, it is found that there are still many teachers who do not have the art of creating a comfortable and pleasant learning atmosphere.
- Regarding the indicators of driving learning in integrating character education, the condition is at 61.28% or is in the moderate to good category, but at the sub-indicator level, it is found that there are still many teachers who have not appeared as models that can be emulated and are still low in communication skills. effective.
- Regarding the indicator of learning supervision in integrating character education, the condition is at 53.53% or it is in the medium category, but at the sub-indicator level, it is found that the teacher's involvement in the supervision of the student's play environment is still not optimal.

Based on the results of the calculation of each indicator above, then it is accumulated as a condition for learning management in integrating education in SMP Negeri Kota Tangerang. The accumulated calculations of all indicators are as follows. Percentage of achievement:

$$= \frac{6319}{10750} \times 100\% = 58,78\%$$

Taking into account the data in table 2 above can be interpreted as follows:

- Regarding the learning planning indicator in integrating character education, the condition is 56.01% or it is in the moderate category, but at the sub-indicator level, it is found that there are still many teachers who do not include material and form of character education evaluation in planning.
- Regarding the indicators of organizing learning in integrating character education, the condition is at 63.91% or it is included in the medium to good category, but at the sub-indicator level, it is found that there are still many teachers who do not have the art of creating a comfortable and pleasant learning atmosphere.
- Regarding the indicators of driving learning in integrating character education, the condition is at 61.28% or is in the moderate to good category, but at the sub-indicator level, it is found that there are still many teachers who have not appeared as models that can be emulated and are still low in communication skills. effective.
- Regarding the indicator of learning supervision in integrating character education, the condition is at 53.53% or it is in the medium category, but at the sub-indicator level, it is found that the teacher's involvement in the supervision of the student's play environment is still not optimal.

Based on the results of the calculation of each indicator above, then it is accumulated as a condition for learning management in integrating education in SMP Negeri Kota Tangerang. The accumulated calculations of all indicators are as follows. Percentage of achievement on that basis, to be able to optimize the implementation of character

education that is effective and efficient, requires learning management that integrates character education in every subject. This means, every implementation of learning management functions must explicitly include character education in it (Costanza et al., 2007; Lonn & Teasley, 2009).

Learning management

Management is an important aspect in organizational activities. No organization can achieve goals effectively and efficiently, without management activity. In fact, many experts say that management is the core of the organization. The origin of the word management is "to manage" as a regulating activity. Meanwhile, conceptually, as expressed by George R. Terry in Hasibuan (2007), that: "Management is a typical process consisting of planning, organizing, mobilizing and controlling activities to determine and achieve goals through the use of human resources and resources other power." Harold Koonts and Cyril O 'Donel, said that: "Management is an effort to achieve a certain goal through the activities of other people." On that basis, a manager in carrying out the functions of planning, organizing, placing, directing, and controlling always coordinates with a number of other people. Likewise Fatah (1999), says that: "Management is a process to achieve organizational goals effectively and efficiently. The achievement of organizational goals is carried out by managing the planning, organizing, staffing, direction and leadership, and controlling.

Sisk (1969), also expressed an opinion similar to Terry's, that: "Management is the coordination of all resources through the processes of planning, organizing, directing, and controlling in order to attain stated objectives". This means, management is the activity of synergizing various resources to achieve organizational goals through a series of activities to plan, organize, provide guidance, and control the performance of a number of other people. Based on some of the opinions above, management can be interpreted as an activity to combine existing and available resources, so that it becomes a force in an effort to achieve predetermined goals, through planning, organizing, mobilizing and monitoring activities (Stantchev et al., 2014; Harris, 2008).

Meanwhile, what is meant by learning, according to Sagala, as "to teach students using educational principles and learning theory, which are the main determinants of educational success? Learning is a two-way communication process, teaching is carried out by the teacher as educator, while learning is carried out by students. Still in Sagala, argues that: "Learning is a process in which a person's environment is deliberately managed to enable him to participate in certain behaviors under special conditions or generate responses to certain situations, learning is a special subset of education". Uno, also expressed that: "Learning is an activity that seeks to teach students in an integrated manner by taking into account the factors of their learning environment, student characteristics, field characteristics and various learning strategies, both delivery, management and organization of learning".

Based on the above explanation, it can be concluded that learning is any activity designed to help someone gain new experiences by learning new knowledge, abilities and values through the interaction and utilization of a learning environment that is conditioned according to the characteristics of students, the material being studied, the strategy. used, and the goals to be achieved. On that basis, learning is a complex action, because it involves many elements and factors that need to be considered. This means that in using learning strategies, teachers must professionally be able to adapt and / or accommodate various aspects that directly or indirectly affect the effectiveness of the learning process, including the learning environment, student characteristics, curriculum, socio-cultural conditions, and learning media or facilities (Zhu et al., 2007; Slevin & Lavery, 1991).

Based on the concept of management and learning above, conceptually learning management is an activity to operationalize various management functions which include planning, organizing, mobilizing and controlling activities to optimize the learning process of students by involving various factors in it in order to achieve goals effectively and efficiently. Whereas what is meant by learning management in integrating character education, conceptually means the process of operationalizing various management functions in learning by integrating the content of character education optimally, so that the implementation of character education can take place effectively and efficiently. Related to the above, the teacher as a manager figure in learning activities is required to carry out various learning management functions which include planning, organizing, mobilizing and controlling learning by integrating character education. The better the quality of learning management carried out by the teacher, the more effective and efficient it will be in achieving learning objectives.

Learning planning

Terry in Sukarna (2011), states that: "Planning is the selecting and relating of facts and the making and using of assumptions regarding the future in the visualization and formulation to proposed of proposed activation believed necessary to accieve the desired result." Related to the learning program, planning means formulating the goals to be

achieved, the material to be studied, the learning resources and learning tools needed, the approach or method to be carried out and how to measure its success. Lesson planning is a key feature of effective teaching in that it is evidence of much deeper, reflective activity. This reflection focuses upon issues fundamental to all teaching which includes the aims, the delivery, the learning processes involved and evaluation mechanisms.

However, the results of the study indicate that the teacher has not consistently carried out the learning as planned. This is also confirmed by the research findings of [Isdaryanti et al. \(2018\)](#), that: "Teachers' performance in science learning management integrated with character education in the aspects of developing learning plans, aspects of learning, and aspects of assessment are categorized into the good category. Learning plan integrated with character education has not been fully implemented, meaning that science teachers need to be more consistent between planning and execution. "Learning planning in integrating character education should not only be made to fulfill the formal aspects of administration, but must be a guide for the professional work of teachers in achieving learning goals and character education effectively and efficiently. This is as stated by [Martono et al. \(2020\)](#), that: Learning planning is made not only as a complementary administration but is structured as an integral part of the professional work process, so that it serves as a guide in the implementation of learning. If learning planning is only made to fulfill the formal aspects, then all learning activities including character education integrated into each subject will fail ([Astawa et al., 2018](#); [Ginaya et al., 2018](#)).

Organizing learning

Conceptual organizing is an act to determine specific tasks and who will be assigned to each unit. Terry in ([Sukarna, 2011](#)). However, related to the organizational function of learning, the teacher must make efforts to create and maintain a conducive learning environment, as a prerequisite for students to be more focused on learning, so that learning objectives can be achieved effectively and efficiently. There are many components and factors both physical and non-physical in the learning process in the classroom that are interconnected and mutually reinforcing, among others; students' socio-cultural background, student learning characteristics, student interests and talents, curriculum or subject matter, learning methods, learning media and other learning environments. All of these components need to be organized so that they can work together to create a dynamic and conducive learning process.

In organizing teacher learning must focus on efforts to create a conducive and dynamic class. According to [Manda \(2016\)](#), that: "Class is a dynamic social group that must be used by every guardian or class teacher for the benefit of students in the educational process. Class dynamics basically means class conditions that are filled with encouragement to be active in a directed manner which is developed through the creativity and initiative of students as a group. For this reason, every homeroom teacher or class teacher must try to channel the various suggestions, opinions, ideas, skills, potential and energy of the students into useful activities, so that the class will not be static, routine and boring. The class dynamics are influenced by various components that are required in class organization. " This means that organizing learning is closely related to class organizing. Conny Semiawan, et al. in [Faruqi \(2018\)](#), states that: "Class organization is a series of teacher activities to grow and maintain an effective organization, which includes: teaching objectives, managing the use of available time, arranging the room and class furniture, and grouping students into study."

So organizing learning in integrating character education is actually an effort to make the interaction of all components of the learning process in the classroom meaningful or conducive to achieving learning objectives which are integrated efforts to cultivate moral values. For this reason, teachers are required to be skilled in synergizing various components in learning so that they can interact to strengthen each other in realizing the expected learning process and results.

Learning movement

Movement is a management function that determines everything moves and works in an integrated or synergy to achieve predetermined goals. Movement is the spirit or motor of organizing so that it can carry out various programs that have been planned. [Sukarna \(2011\)](#), by highlighting Terry's opinion, that: "Actuating is the setting of all members of the group to want to achieve and to strike to achieve the objective willingly and keeping with the managerial planning and organizing efforts." This definition shows that movement is a manager's behavior in motivating and directing all people involved in organizational activities, so that they have a strong will to realize the goals planned by the organization.

The function of this mobilization is very strategic, because no matter how good planning and organizing is, it will not be meaningful, if there is no effort to mobilize all members of the organization in carrying out the tasks that have

become their responsibility. According to [Sukarna \(2011\)](#), in the context of learning, mobilization means the teacher's efforts to inspire or motivate students to have enthusiasm for learning activities. As stated by [Nurjanah \(2015\)](#), that: "In a psychological approach, teachers must be able to direct or inspire students' enthusiasm because they are organisms that are growing and developing so that their talents, interests, needs, social-emotional-personal, and physical abilities are explored or awakened by their imagination. Because these potentials need to be developed through education or teaching and learning processes. " In various literatures, the same thing is found, that in order to mobilize its members, leaders including teachers must have personality factors as follows:

- Leadership
- Attitude and morale
- Communication
- Incentive
- Supervision
- Discipline

Regarding the movement of learning in integrating character education, teachers are required to have leadership and communication skills supported by good attitudes and morals.

Learning control

Learning Control has a very strategic function, this is because it will determine whether the work is running smoothly or not, according to the rules or not, it really depends on the control process. Even if other management functions are good, if the implementation of work is not in accordance with correct procedures or rules, then the organization will find it difficult to achieve the stated goals. Therefore, control has a function to pay attention to all activities so that they are aimed at their targets, so that the stated goals can be achieved. Terry in ([Sukarna, 2011](#)). This means that control is defined as an activity to set goals to be achieved, and the measure or standard for its achievement, to be the basis for evaluation. This also means controls related to performance, performance evaluation, and implementation of corrective actions so that performance runs according to plan or conforms to predetermined measures. Based on the above understanding, the learning control process in integrating character education that teachers must do, includes:

- Determine learning objectives which include integrated character education goals.
- Determine the standard or basis of control in controlling learning and character education.
- Take measurements of the planned implementation.
- Comparing implementation with predetermined standards, and trying to find differences.
- Making corrections to deviations with appropriate actions or methods.

Regarding the supervision or control in learning management above, teachers are required to understand Standard Operational Procedures (SOPs) both made by schools and by the government as well as various education and learning implementation policies that integrate character education. The teacher's understanding of this will be a reference in fostering students both in the context of learning and character education.

Character education

Arnold Toynbee in [Lickona \(2004\)](#), states, "Of the twenty-one world civilizations that can be recorded, nineteen were destroyed not because of conquest from without, but because of moral decay from within". This means that it is related to the weaker character. Then what is character? According to [Ryan & Bohlin \(1999\)](#), that "etymologically, the word character (English: character) comes from Greek (Greek), namely charassein which means "to engrave". [Echols & Shadily \(1995\)](#), say that, "the word 'to engrave' can be translated to engrave, paint, sculpt, or engrave." This understanding leads to an understanding that character is something that has been painted or engraved in a person's personality by environmental forces that influence it, so that it becomes a unique or unique behavior. Therefore, in the General Indonesian Dictionary, it is said that: "The word" character "is defined as character, psychiatric traits, morals or morals that distinguish a person from another, and character. A person with character means a person with personality, behavior, character, character, or character"

According to [Simon Philips \(2008\)](#), that "character is a collection of values that lead to a system, which underlies the thoughts, attitudes and behavior displayed". Philip's opinion shows that character is a pattern of someone's behavior that concerns how to think, behave and act, as a reflection of a system of values that he believes or follows. These values are within the scope of the family, society and nation, which in turn form distinctive behavior. Related to this, [Suyanto in Muslich \(2011\)](#), states that: "Character is a way of thinking and behaving that characterizes each individual to live and work together both within the sphere of family, society, nation and state". This means that character can be identified as a characteristic characteristic of individual behavior that is different from other individuals, and character is the behavior of a person that is characteristic of his family, society and nation.

Personality or personality is the uniqueness of a person's behavior which differentiates it from the uniqueness of other people's behavior. This is because personality is more dominated by genetic or innate aspects and is formed from unique environmental experiences. This is different from a character that reflects more universal behavior, because it is formed from the values or norms that apply in the social environment. [Muslich \(2011\)](#), states that "character is related to moral strength with the connotation of" positive ", not neutral. Thus, a "person of character" is a person who has a (certain) positive moral quality. "Muslich's opinion is not alone, because according to the character education figure from America, namely [Lickona \(1996\)](#), that: "A reliable inner disposition to respond to situations in a morally good way". So that character is a strong or consistent inner character or character in responding to situations in a good way based on moral values.

Lickona's opinion above shows that character has a single or non-neutral meaning, which only refers to an act or moral behavior. This means a trait or character that is always related to *mulya* behavior morally and as a universal good, such as respect for others, fairness, responsibility, honesty and other universal goodness. However, it is undeniable that in everyday life, people who have positive behavior are called good characters, and those who behave negatively are called bad characters. Also expressed by [Lickona \(1996\)](#), "Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior". This means that the character has three interconnected parts. These three elements or parts of character are very necessary for the integrity of each person's personality so that they have moral maturity so that they can make a positive contribution to personal, family, community and state life.

Based on the explanation above, it can be synthesized that character or character or character can be interpreted naturally and culturally. Naturally, character can be interpreted as the dynamics of a person's mental or moral system in responding to the environment spontaneously which includes moral knowledge, moral feelings and moral behavior that are formed from the dominant system of values in their environment. Whereas in cultural definition, character is interpreted as ideal or moral behavior of individuals or certain community members who have distinctive characteristics, originating from cultural and religious values which are deliberately internalized through the process of habituation or strengthening of the environment.

Referring to the cultural character meaning above strengthens the belief that true character must be a product of a cultural process. Related to this, [Kandani \(2010\)](#), said that: "Characters cannot be inherited, characters cannot be purchased and characters cannot be exchanged. Character must be consciously built and developed day by day through a process that is not instantaneous. Character is not something innate that cannot be changed again like a fingerprint". On the basis of the above, for the formation of noble character there needs to be intervention efforts from adults through character education, both in the family environment (informal), the school environment (formal), and in the community (non-formal). Therefore character education can be interpreted as a conscious effort to influence the behavior of others by instilling good values ([Lickona, 1996](#)).

Character education in schools is essentially a conscious and planned effort from school members and interested parties to influence students through the cultivation of core and universal values in line with moral and religious ethics. Through character education, it is hoped that students can understand the values. Core moral, then believe and like the truth of the core moral, and in the end students can behave in line with the core moral values that they believe are consistent and responsible for all kinds of risks. These behaviors include caring and respecting others, being fair, responsible, honesty, and other qualities that make a person *mulya* character.

The implication of the definition above requires all adults - parents, teachers, community members - to be proactively involved in stimulating, exemplary, inspiring children or students to be interested in thinking about and understanding good or moral values, liking and taking sides values of goodness or morals, and guide them to be able to do good in line with moral and religious ethical values. All of these activities should be integrated in the learning of every subject which must be carried out consciously and in a manner by every teacher.

Conclusion

The implementation of character education in schools is based on existing policies, among others, it is integrated into the learning of each subject. This means that each teacher must be able to act as a character educator figure for students in addition to being a supervisor of certain subjects. On that basis, in professional activities teachers must integrate character education, including in carrying out learning management activities which include planning functions, organizational functions, mobilization functions, and control functions. Regarding teacher learning planning, it has integrated character education in the preparation of the Learning Program Plan, but generally it does not explicitly include what behavior the teacher should display and how to objectively evaluate changes in student attitudes and behavior. In addition, there is no strict supervision regarding its implementation. Learning planning in integrating character education should not only be made to fulfill the formal aspects of administration, but must be a guide for the professional work of teachers in achieving learning goals and character education effectively and efficiently.

Regarding the organization of learning in integrating character education, in general the teachers have done quite well, but at the sub-indicator level, it was found that there were still many teachers who did not have the art of creating a comfortable and pleasant learning atmosphere. Teachers should be skilled in synergizing the various components in learning so that they can interact to strengthen each other in realizing the expected learning process and outcomes, including in the effort to instill moral values in students. Regarding the movement of learning in integrating character education, in general the teachers have done quite well, but at the sub-indicator level it was found that there were still many teachers who had not yet emerged as models that could be emulated and their effective communication skills were low. It should be related to driving learning in integrating character education, teachers are required to have leadership and communication skills supported by good attitudes and morals. Regarding controlling learning in integrating character education, in general the teacher has done it quite well, but at the sub-indicator level, it was found that the teacher's involvement in the supervision of the student's play environment was still not optimal.

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