



Character education strategies in improving students' spiritual intelligence



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Abstract

Education is an effort to foster student character. Purpose Want to know the character education management strategy in increasing the spiritual intelligence of students. The research method used qualitative instruments, namely (1). Focus (2). Observation and interviews (4) Data analysis collection. Conclusion: (1). Environmental observations at three schools have conducted a SWOT analysis (2). Formulation of a strategy regarding the vision and mission, based on the values of faith (3). Strategy implementation with intra and curricular based programs (4). Strategy evaluation serves to monitor learning (5). The learning strategy management process is very conducive. Implication (1). Strategic application has implications for the awareness of all school residents (2). The process of positive habituation has implications for school culture (3). The implementation of full-day school has implications for the creation of a school with character (4). Enforcement of discipline has implications for the commitment to school management.

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1 Introduction

Education is essential as an effort to empower the various personalities of students to grow and develop optimally and naturally so that it can be beneficial for their personal life and the environment in the future (Sutarman & Radiyanto, 2010; Hifza et al., 2020; Hifza, 2020). Therefore learning or education in schools is not only an activity of knowledge transformation or intellectual development of students but also as an activity of internalizing the values that can shape the character of students. The delivery of subject matter is only one of the various activities in learning as a dynamic process in all phases and processes of student development.

Educational concept

The concept of education above illustrates the integration of cognitive (knowledge), affective (attitude), and psychomotor (skills). Therefore, in educating students, it is obligatory to build competencies that integrate a unity of thoughts, attitudes, and actions. Therefore, the vision of national education is formulated in the 2010-2014 National Education Strategic Plan, namely "The implementation of excellent national education services to form comprehensive intelligent Indonesians". As for what is meant by Indonesian people who are comprehensively intelligent, namely spiritual intelligence, emotional intelligence, social intelligence, intellectual intelligence, and kinesthetic intelligence. (Suderadjat, 2011; Aslan & Suhari, 2018). The pattern of education is described to practice good deeds, or "get used to the truth" so that noble moral values are "embedded" (internalized) in the value system in the heart and accustomed to being carried out by the five senses (hand). Learning that is oriented towards accepting noble moral values through intelligence or thinking skills (head) which are then stored in the value system in the heart.

The phenomenon, human existence at this time is often measured by "to have" (whatever material it has) and "to do" (whatever has been successful/unsuccessful to do) rather than the personal existence concerned ("to be" or "being his). For this reason, education must be able to instill from an early age that the existence of a person is much more important and certainly not the same as what belongs to him and what he has done. Because humans are not only owners of wealth and also carry out a certain function. Humanist education emphasizes the importance of preserving human existence, in the sense of helping humans to be more humane, more cultured, as fully developed human beings (Broadbent & Poon, 2015; Meurice et al., 2007).

Spiritual intelligence

Spiritual intelligence is an important part that must be developed in the educational process. Even spiritual intelligence is seen as a higher intelligence than other intelligence. This is as expressed by Zohar (2012): "SQ is the foundation needed to function IQ and EQ effectively. Even SQ is our highest intelligence".

Students who have spiritual intelligence will avoid bad, evil, persecuted, immoral behavior. Because the characteristics of a spiritually intelligent person, among others, are happy to do good, like to help others, feel that they have a noble mission, feel connected to a source of power in the universe, and have a good sense of humor (Ali, 2013; Hifza, Suhardi et al., 2020; Dewi & Aslan, 2015; Oskar Hutagaluh, 2019; Hutagaluh et al., 2020). When facing problems in life, a person who has spiritual intelligence does not only prioritize rational and emotional ways, but he relates them to the meaning of life spiritually. Thus, the steps are more mature and meaningful in life. This is the reason for the importance of developing the spiritual intelligence of students in character education in schools (Mei-Ju et al., 2014; Cheung & Lee, 2010; Sanjaya, 2017).

Intellectual intelligence development

Educational orientation that puts forward the development of intellectual intelligence has resulted in the mental and moral weakness of the nation's children. In various regions, many deviant behaviors are ranging from elementary school, junior high school, high school, students, and university students. Abuse of drugs, psycho-tropics, and other addictive substances (NAFZA), violence in the form of student brawls, bullying between students (bullying) as well as an increasing quantity of accessing porn and free sex sites. Luxurious lifestyle with a culture of hedonism has increasingly penetrated the urban and rural youth generations, as the influence of both print and electronic mass media such as; magazines, television, internet, and others.

It is an indication that education in schools generally emphasizes the development of intelligence in a narrow sense (intellectual intelligence) and pays less attention to the development of other potentials such as spiritual, emotional,

and adversity intelligence as part of character education or noble morals of students. Education in schools tends to be pragmatism and materialism which ignore the importance of internalizing moral or spiritual values towards students. Educational conditions like this are certainly not able to protect students from the influence of a global culture that tends to be hedonistic (looking for pseudo-pleasures) and in turn, will diminish the authenticity of the Indonesian nation.

Student behavior problems

The behavior is shown by the students, students, and officials above reflect the low spiritual intelligence which becomes the authenticity of the human being. Intellectual intelligence will be very dangerous if it is not controlled by the spiritual and emotional intelligence that resides in the conscience because it will lead to the destruction of a nation (Charkhabi et al., 2014; Koohbanani et al., 2013). Lickona (2012), identifies ten signs of a nation on the way to collapse. The signs include the following; increasing violence among adolescents, use of bad language and words, the influence of strong peer groups in acts of violence, increased self-destructive behavior, such as drug use, alcohol, and casual sex, the increasingly blurred guidelines for good and bad morals, decreased work ethic, the lower the respect for parents and teachers, low sense of individual and citizen responsibility, a culture of dishonesty and there is mutual suspicion and hatred between each other.

The above phenomenon demands serious attention and efforts from all parties, especially educational institutions or schools to conduct introspection and improvement in the character education process (Lickona, 2004; Aslan, 2017; Aslan, 2017; Aslan & Setiawan, 2019; Aslan et al., 2019). Principals, teachers, and education personnel must realize that educational activities are not only directed at developing students' intellectual intelligence, but also for developing other intelligence, including spiritual, emotional, and adversity intelligence, in order to form a complete or perfect student personality.

2 Materials and Methods

The research approach uses qualitative as the instrument, namely the researchers themselves. The focus of the research becomes clear, and it is developed so that it is expected to complement the data and compare it with the data found through observation and interviews (Bazeley, 2013; Beest et al., 2009; Berg, 2001). Researchers took to the field on the grand tour question, at the focused and selection stage, collected data, analyzed, and made conclusions.

The techniques used to collect data are observation, interviews, and documentation study, which are described as follows.

- a) Observation, the researcher is involved in the daily activities of the person being observed or used as a data source;
- b) The interview is a data collection technique through direct interaction between researchers and data sources or respondents
- c) Documentation Studies Data in naturalistic research are mostly obtained from human sources or human resources through observation and interviews;
- d) Data sources of school resource research subjects related to character education management;
- e) Data analysis techniques are obtained and analyzed to obtain useful information for research.

3 Results and Discussions

The results of research on character education management at the three YPHB Plus Senior High School, Senior High School, Indonesian Republic Teachers Association Cibinong Plus Senior High School, and Motahhari Plus Senior High School, to improve students' spiritual intelligence, have been analyzed and interpreted, then a discussion is conducted. By using strategic management analysis which includes four basic elements: (1). Environmental analysis (2). Strategy formulation (3). Strategic implementation (4). Evaluation. Then the next discussion is with the theological foundation, the philosophical foundation, and the theoretical basis and compares it with the research results that are relevant to the discussion.

The results in all three schools qualitatively indicate strengths rather than weaknesses, as well as many opportunities but also challenges. This condition is very favorable because it has strength and opportunity (Mughtarom et al., 2020).

With the strategy implemented, namely supporting aggressive growth policies and market expansion in recruiting students. However, the challenges faced are to diversify products, by creating new programs, namely innovative educational programs that can meet the needs of the community for quality education. Product diversification as an effort to increase innovative product programs, develop existing products.

Table 1
Results of the third vision for senior high schools

Vision Senior High School Plus YPHB	Vision Senior High School Plus PGRI Cibinong	Vision Senior High School Plus Muthahhari
The realization of tough students in Imtaq and Science and Technology who are environmentally friendly in facing the era of globalization	Excellent in Quality and Achievement, Global Mindful, Religious Entrepreneurs as Agents of Change, National Cultural Education.	To prepare human resources who are useful and competitive in the global market

Strategy formulation

The strategy formulation stage is a very important process for all strategic management activities. Because it involves the products of strategic formulation in the form of vision, mission, goals, strategies, and policies, the three schools will be the basis for implementing the strategy through the preparation of activity programs, budgeting, and standard operating procedures.

- a) The policies at the three schools have demonstrated and have a strong commitment to providing character education by building a conducive school system or culture. The difference is that Senior High School Plus YPHB and Senior High School Plus Motahhari reflect more as a Nationalist Islamic school, while Senior High School Plus Motahhari reflects more as a Religious Nationalist school.
- b) Policies have been established in the implementation of education in the three schools, which must support the achievement of the school's vision and mission. What is very important from the three schools is that they both have a typical school curriculum as national curriculum development. Through a typical school curriculum, it is hoped that it can strengthen the character education efforts of students. The three schools also implement full-day schools, in addition to reducing students being out of school which can trigger brawls, as well as various additional learning programs, both in the form of a typical school curriculum, as well as student extracurricular activities.

Strengthening character education, Senior High School Plus YPHB is developing a religious curriculum as an effort to understand the Islamic creed. Also, it stipulates the importance of cultivating a caring attitude or empathy for students towards marginalized communities, determining efforts to optimize religious activities in schools to foster student morals, establishing YPHB High School as an environmentally friendly, clean, green, and healthy school, and establishing SOP as a reference in the implementation of various activities at YPHB High School that lead to character building.

The policy of High School Plus PGRI Cibinong in strengthening character education efforts is to determine the use of quantum learning, quantum teaching, brain-based learning, accelerated learning, and remedial teaching methods. In the Development of Teaching and Learning Activities which are based on the theories of intelligence, namely; multiple intelligence, intellectual intelligence, emotional intelligence, spiritual intelligence. In the spiritual guidance of students, various religious activity programs are arranged and implemented to increase learning activities in class. And in creating a conducive process, SOPs are established for both teachers and students.

Strategy implementation

The strategic implementation stage is a core process in the implementation of strategic management (Muchtaron et al., 2020). Because it involves everything that has become a policy to achieve the vision, mission, goals, and strategies of the school, it must be able to be stated in various school activity programs and implemented properly with adequate budget support, as well as rules for carrying out tasks properly. Many character values must be developed through education in schools. The Research and Development Center for the Curriculum Center of the Ministry of National

Education identified 18 pillars of character, namely; Religious, Honesty, Tolerance, Discipline, Hard work, Creative, Independent, Democracy, Curiosity, National spirit, Love for the motherland, Respect for achievement, Friendly and cumulative, Love of peace, Love to read, Care for the environment, Care for social and Responsibility.

The pillars of the character mentioned above will automatically be formed when one's spiritual intelligence develops optimally. For this reason, Senior High School Plus YPHB, Senior High School Plus PGRI Cibinong, and Senior High School Plus Motahhari have formulated various educational programs that are expected to develop students' spiritual intelligence. The interesting thing about the three schools is that they both create programs based on religious values, both structured in intracurricular activities and extracurricular activities, and implement full-day schools.

Senior High School Plus YPHB, for example, applies a school-specific curriculum that emphasizes efforts to develop the Islamic faith. In every learning activity integrating Islamic science sourced from the al-Quran and the Hadits of the Prophet. This school also implements the Environmental Education program or the Adi Wiyata Program to develop a caring attitude and responsibility towards the environment. To foster social or interpersonal attitudes, this is done through 5-S habituation at school, namely smiling, greeting, greeting, polite and courteous towards everyone, especially school members. To foster a religious attitude, this is carried out through the implementation of congregational prayers starting from the duha, duhur and asar prayers, cult, and the night of fostering takwa. These activities are carried out by prioritizing teacher exemplary and applying the Active, Innovative, Creative, and Fun Learning approach. Meanwhile, to foster an attitude of empathy, compassion for others, carried out through the homestay program. This activity is carried out by placing three students in one family in the village for five days. The purpose of the activity is to increase social awareness by directly participating and being involved in the daily life activities of the new foster family.

Strategic control

Control is an important part of management activities (Lesmi et al., 2020). To ensure that the implementation of a program, the use of the budget, and the functionalization of regulations are following the direction of the vision, mission, objectives, strategies, and policies, it is necessary to carry out monitoring or control through structured and systematic monitoring or monitoring mechanism. In general, the supervision and monitoring of the three SMAs are carried out regularly by supervisors from the District /City Education Office.

Each school carries out regular internal monitoring of the learning process in class. At Senior High School Plus YPHB monitoring is carried out two times a year by the Principal and Deputy Principals. Whereas at Senior High School Plus PGRI Cibinong specifically has a Quality Control Group to control all types of learning activities at school. Monitoring activities at Senior High School Plus PGRI Cibinong are daily, weekly, monthly, and semester with very objective monitoring instruments.

Control or monitoring should be done not to find mistakes and then give punishment but must prioritize efforts to provide motivation and improve performance. Therefore, the things that need to be considered in control are as follows: 1) Control should involve the least amount of information needed to provide a reliable picture; 2) Control should supervise only activities and meaningful results; 3) Control should be timely; 4) Control should be used in the long term and short term, 5) Control should show something exactly without exception. 6) Control should be done using reward rather than punishment.

Strategic evaluation

The strategy that has been implemented needs to be evaluated. This is necessary to study and ascertain whether the strategy that was implemented was successful or failed. Through evaluation activities, it is hoped that it can provide feedback for the organization for the formulation of the next strategy. In this regard, Senior High School Plus YPHB and Senior High School Plus Muthahari integrate with regular monitoring or supervision activities to obtain feedback on teacher performance in various aspects. Meanwhile, Senior High School Plus PGRI Cibinong carries out different activities between control and evaluation. Evaluation of teacher performance to obtain feedback on whether various policies in the teaching and learning process have been implemented well or not, especially in the use of the Quantum Teaching method. This is related to the school's commitment to building a school image with a superior and enjoyable learning process.

Evaluation is also carried out by students towards teachers, this is to measure how much student satisfaction is with teacher performance and school services. A good assessment must be able to see the success of the strategy from

several factors (Ramang & Sutarman, 2018). The school organization must be able to see an increase in customer (student/parent) satisfaction, increased user community attention, better school financial conditions after the strategy is implemented.

Evaluation activities are very necessary for organizational activities, this is to find out information as feedback which can then become a basis for consideration in further development. This is as expressed by Dunn (2015) that "In general, the term evaluation can be equated with appraisal, rating, and assessment, words that express efforts to analyze policy results in terms of units of value. In a more specific sense, evaluation is concerned with the production of information about the value or benefits of the policy results.

If the findings of this study are compared with relevant previous research findings, then some things are considered to have in common, including 1) the importance of cultivating core values in character education based on religious teachings, 2) the importance of implementing governance order in daily life at school as a process of habituation, 3) the importance of exemplary principals and teachers to become models for students, 4) the importance of a conducive school environment for the development of student character.

4 Conclusion

Conclusions from the findings and discussions related to the function of strategic management in character education to improve students' spiritual intelligence as follows:

- a) The environmental observation function in the three schools, Senior High School Plus YPHB, Senior High School Plus PGRI Cibinong, and Senior High School Plus Motahhari, has carried out strategic issues in the implementation of character education in schools. And has conducted a SWOT analysis, made use of the strengths and weaknesses that are owned, and recognized the opportunities and challenges faced.
- b) The formulation of strategies in the three schools formulated a vision and mission, namely to create a generation that is strong, entrepreneurial, and has competitive benefits based on faith and devotion or religious values.
- c) The implementation of the strategy in the three schools has relatively similar programs in the effort of character education, namely in the form of learning programs both intra and ecurricular in nature based on religious values, although each school also has a unique program.
- d) Strategic control at the three schools regularly conducts internal monitoring, which is carried out by the principal and his representatives, as well as by the education supervisors from the local education office.
- e) Strategy evaluation is only at Senior High School Plus PGRI Cibinong which has a Quality Control Group. This cluster functions to control through daily, weekly, monthly, and semester monitoring of the course of learning activities.
- f) The process of character education strategy management in three schools has found four conductivities, namely (1). Leadership conductivity (2). The conductivity of the learning process (3). The conductivity of facilities and infrastructure (4). Environmental conductivity.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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