MANAGEMENT OF CHARACTER EDUCATION IN THE DEVELOPMENT OF LEADING HIGH SCHOOL STUDENTS
(Qualitative Descriptive Study at SMAN 1 and SMA Integrated Islamic Qardhan Hasana Banjarbaru City)

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Abstract
This research entitled "Character Education Management in the Development of High School Students' Noble Morals (Qualitative Descriptive Study in SMAN 1 and SMA Islam Qardhan Hasana Kota Banjar Baru)". This study aims to determine and analyze: (1) Planning, (2). Organizing (3). Implementation (4). Evaluation (5). Barriers to implementation (7) Solutions to implementation problems. Three important foundations are used in this research, including theological, philosophical, and six value systems. The theories that underlie this research are management theory and quality theory. This research uses a qualitative approach with descriptive methods. Data collection was carried out by triangulation techniques using interviews, document study, and field observations. With research subjects the principal, teacher. Data analysis was carried out through data reduction, data presentation, and conclusions. The main findings of this study were: (1) The planning of character education in the development of noble character in high school has been structured quite well and systematically, but its implementation still faces several obstacles, namely human resources (2). Organizing has been running according to the program with the same principles of understanding, responsible commitment, although not yet supported by adequate job analysis. (3) Implementation has gone well. However, it has not paid attention to the resources owned. (4) Evaluation according to the school work program in the future, however, it has not been followed up with innovative programs that are in accordance with the needs. (5) Obstacles in implementation can be implemented although not evenly distributed (7) . Solutions in implementation can be done to overcome obstacles through a process of coaching and development. Recommendations for this study were conveyed to various parties, including the Principal, so that planning was supported by adequate teacher resources. Organizing should

first conduct a job analysis. Implementation should pay attention to the resources owned in order to achieve targets effectively and efficiently. Evaluation is recommended to pay attention to the results obtained during the implementation so that the program is sustainable. It is recommended that teachers continue to improve competencies, both pedagogical, social, personal and professional competencies.

Keywords: Management, Quality of Education

A. INTRODUCTION

Several phenomena that are of concern regarding the development of student character in the teaching and learning process in the school environment and in the classroom have been found in several facts, for example not doing homework, cheating, skipping school without permission, or being indifferent to cleanliness in the school environment.

After paying attention to the phenomena that occur among these students, it can be seen that the character of responsibility, discipline and character with noble character are characters that need to be instilled and developed in each student. The development of noble morals also seeks to ensure the survival of the nation. Because it does not only function to find out everything that is important but how to convey it to students so that they can be appreciated to become a better person.

According to Budimansyah character is a way of thinking, behaving and acting that a person has in carrying out his life. Character can also be defined as the virtues that exist in oneself and are manifested in the form of behavior. Character is also 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. Individuals with good character are individuals who can make decisions and are ready to take responsibility for any consequences of the decisions made (Budimansyah, 2010).

Character education is clearly different from other lessons, the results can be seen from the achievement of students in answering questions related to what has been conveyed by the teacher in class. Character is not just built in a short time and only a few meetings in the class, but is related to daily habits (habituation) (Fitri, 2012).

Character education is also generally inseparable from religious values because the boundaries between good character and bad character in Islam are determined by reasoning and revelation considerations, therefore character education can be said to have a close relationship with the study of Islamic education (Lickona, 2013).
According to Mulyasa in general education management is a process of developing a group of people cooperating activities to achieve predetermined educational goals. The process of developing these activities includes planning, organizing, mobilizing, monitoring as a process to turn the vision into action (Mulyasa, 2014).

In addition to habituating character development that is manifested in the school culture, these two schools also guide students to hone. in the academic field, as well as helping students discover unknown potentials. These two schools also have modern learning facilities and infrastructure, this is done as a form of school care to prepare students who are not only emotionally intelligent, proficient in their fields but also intellectually intelligent so that they have competent abilities in the global world (Megawangi, 2007).

The problem of character education is a fairly broad study, both character development and character development itself. Seeing the wide field of character studies, researchers limit this problem by focusing on issues of noble morals. In this study, the researcher intends to find facts in the field about the development of student character and follow-up as a development of student character development, especially in the development of noble morals (Syahidin, 2009).

B. METHOD

This research method is descriptive analysis. Based on the existing research focus, which is to know how the description of character education management in the development of noble morals in SMA Negeri 1 and SMA Islam Qardhan Hasana Kota Banjar Baru (Sugiyono, 2010).

The approach used in this research is qualitative. According to Moleong a qualitative approach is research that uses a naturalistic approach to seek and find understanding or understanding of phenomena in a specific context (Moleong, 2001). Qualitative research in this study is expected to describe the management of character education in the development of noble morals in SMA Negeri 1 and SMA Islam Qardhan Hasana Kota Banjar Baru.

C. RESULT AND DISCUSSION

Character education planning in the development of noble morals

Planning is nothing but an activity to set goals to be achieved along with ways to achieve these goals. As stated by Boone and Kurtz that: planning may be defined as the process by which managers set objectives, asses the future, and develop a course of action designed to accomplish these objectives (Tripathi et al., 1984). Handoko argues that: Planning is the selection or setting of organizational goals and the determination of strategies, policies, projects, programs, procedures, methods, systems, budgets and standards needed to achieve goals. Much decision making is involved in this function. The importance of planning is to provide a clear direction for each activity, so that each activity can be endeavored and carried out efficiently and effectively (Handoko, 1995).

Banghart and Trull in Sagala suggest that "Educational planning is the first of all a rational process" which means that educational planning is the earliest step of all rational processes (Sagala, 2013). In other words, before carrying out other activities, the first step that should be made is planning. Planning is basically a process of thinking and determining carefully the direction, goals and actions as well as assessing various appropriate resources and methods. A similar understanding was put forward by Sagala that planning includes activities to

determine targets and appropriate tools to achieve predetermined goals (Sagala, 2013).

Careful planning will serve as a compass to achieve organizational goals. For further Engkoswara and Komariah suggest the planning function is as follows (Engkoswara & Komariah, 2011):

1. Describe and specify the goals to be achieved.
2. Provide guidance and determine the activities that must be carried out to achieve these goals
3. The organization obtains the best standard of resources and utilizes it according to the predetermined main duties of the function
4. Become a reference for members of the organization in carrying out activities that are consistent with procedures and goals.
5. Provide limits on authority and responsibility for all implementers.
6. Monitor and measure various successes intensively so that they can find and correct deviations early.
7. Allows for the maintenance of compatibility between internal activities and external situations.

In management, planning is the process of defining organizational goals, creating strategies to achieve those goals, and developing an organizational work activity plan. Planning is the most important process of all management functions because without planning other functions of organizing, directing, and controlling will not work. Plans can be informal plans or formal plans. Informal plans are unwritten plans and are not a common goal of members of an organization. Meanwhile, a formal plan is a written plan that must be implemented by an organization within a certain period of time. A formal plan is a joint plan with corporate members, meaning that each member must know and carry out the plan. Formal plans are drawn up to reduce ambiguity and create understanding of what to do, while the planning process is in between:

a) Determine planning objectives
b) Determine actions to achieve goals
c) Develop a rationale for future conditions
d) Identify ways to achieve goals
e) Implement the action plan and evaluate the results

Strategic planning and operational Strategy Management process of directing strategic planning efforts, and ensuring the strategy is implemented properly so as to ensure the success of the organization in the long term, strategic planning needs long-term and determine the comprehensive that has been directed. Determine the goals for the organization of what activities will be taken what resources are needed to achieve them. Strategy planning stage:

a) Identify goals and objectives
b) Performance appraisal based on the goals and objectives set
c) Determination of strategic planning to achieve goals and objectives
d) Implementation of strategic planning
e) Evaluate the results and improve the strategic planning process.

In management science explains that one of the main functions of management is planning, where in management science explains that the main functions of management consist of planning, coordination, implementation, monitoring and evaluation. Planning is one of the main functions of management that must first be carried out. Because the initial stage in carrying out company activities in relation to the achievement of the company's organizational goals is to make planning, in general planning is the process of determining the goals of the organization (company) and then presenting (articulating) clearly the strategies (programs), tactics (procedures). implementation of the program) and operations (actions) necessary to achieve the overall goals of the company.

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The strategies prepared by the Principal include:

Planning for character education is carried out by schools with three objectives, namely intracurricular, co-curricular, and extracurricular activities. Through KKG and MGMP meetings, teachers are directly involved in formulating character education plans in the process of integration into the syllabus and lesson plans. The results of this planning are then legalized by the school as an Education Unit Level Curriculum document

While the targets to be achieved include: Planning the learning process in forming noble morals including the syllabus and lesson plans (RPP) which contain subject identities, competency standards (SK), basic competencies (KD), competency achievement indicators, learning objectives, material teaching, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources.

Organizing character education in the development of noble morals

The role of the Principal in organizing resources requires the existence of a school organization as a manager, the organizational structure of SMA is not much different from the previous organization or other schools, because it refers to government regulations that apply

only the most striking difference is the working relationship between school committees in the form of partners. work. In addition, the school committee stated that the Principal had fairly good managerial abilities, especially in accessing sources of assistance from above. On another occasion, the school committee also stated that the principal's leadership style was democratic, transparent and participatory. The steps taken by the Principal in organizing school activities are divided into several stages as follows:

a. The first stage is goal-oriented, where that goal is the basis for organizing.
b. The second stage is the division of work assignments to each of the arable fields that he has assigned.
c. The third stage is grouping the activities into a practical and homogeneous unit.
d. The fourth stage is the placement of personnel proportionally and professionally; and
e. The fifth stage is the delegation of power so that it can function according to the duties of their respective fields.

This is in accordance with the opinion of Terry argues that: Organizing is the act of seeking effective behavioral relationships between people, so that they can work together efficiently, and gain personal satisfaction in carrying out certain tasks, in environmental conditions certain in order to achieve certain goals or objectives (Terry, 2010).

Boone and Kurtz define organizing: "... as the act of planning and implementing organization structure. It is the process of arranging people and physical resources to carry out plans and accomplishment organizational objectives (Tripathi et al., 1984).

From the two opinions above, that organizing is basically an effort to complement the plans that have been made with the organizational structure of the executing organization. The important thing to note in organizing is that each activity must be clear who does it, when it is done, and what is the target. As quoted by Handoko, he stated three steps in the organizing process, namely:

a. Details of all work that must be performed to achieve organizational goals;
b. The division of the total workload into logical activities can be carried out by one person; and
c. Procurement and development of a mechanism to coordinate the work of the members into an integrated and harmonious unit (Handoko, 1995).

The organizing function is a process that concerns how strategies and tactics that have been formulated in planning are designed in an appropriate and resilient organizational structure, a system and a conducive organizational environment, and can ensure that all parties in the organization can work effectively and efficiently in order to achieve organizational goals. .

Activities in the Organizing Function:

     a. Allocate resources, formulate and assign tasks, and establish necessary procedures;
     b. Establish an organizational structure that shows lines of authority and responsibility;
     c. Recruitment, selection, training and development of human resources / workforce activities;
     d. Activities to place human resources in the most appropriate positions.

At the stage of the role of organizing in order to regulate the teaching and learning process carried out by the principal of SMA, it is seen in regulating the timing of the implementation of activities, appointing and giving authority to teachers according to their competencies, arranging and appointing students to participate in demonstration of subjects, and arranging various activities. arrived at the evaluation stage. With the actions taken by the Principal, the teacher feels involved in a clear division of tasks through mutually determined directions. Meanwhile the Principal also asked the school committee for consideration to provide input in determining personnel in schools in collaboration with the education office and other institutions. Meanwhile, the suggestion received by the Principal in terms of organizing from the supervisor was that determining teachers and staff in schools was carried out proportionally and professionally.

Distribute work, authority, and resources among organizational members to achieve organizational goals. Stoner states that organizing is the process of hiring two or more people to work together in a structured way to achieve specific goals or several goals. Here, organizing means determining the activity resources needed to achieve organizational goals, among others (Stoner, 2015):

     a) Designing and developing a working group that contains people who are able to bring the organization to its goals
     b) Assigning a person or group of people to certain tasks and functions
     c) Delegating authority to individuals related to the freedom to carry out tasks.

Proper organization will make clear the position of people in the structure and work through the selection, allocation and distribution of professional work. For this reason, a manager needs the ability to understand the nature of the work and the qualifications of the people who have to fill the position. Activities that include determining the structure, duties and obligations, job functions and relationships between functions.

Organizing character education is related to the functions of the organizational structure in schools. Because not all character values are translated directly in teaching and learning activities, but more are translated into the form of habituation. In this case, the involvement of all organizational components is maximized. The role of the school committee is to liaise the interests of parents / community and the principal. It is better if the school principal does this according to the results of coordination with the organs under him.

Implementation of Character Education

The school program actuating as described reflects the vision and mission of the school, the system and work procedures of school management at the level of professionalism of school managers and the level of responsibility and participation of stakeholders. Of the whole series of management processes, actuating is the most important management function. In the planning and organizing functions are more related to abstract aspects of the management process, while the actuating function focuses more on activities that are directly related to people in the organization, in this case, Terry argues that:

"Actuating is an effort to move group members in such a way that they want and try to achieve the company's goals and the goals of the company members because these members also want to achieve these goals." (Terry, 2010).

Implementation, implementation, or actuating is the process of implementing a program so that it can be carried out by all parties in the organization as well as a process of motivating all parties to take responsibility with full awareness and high productivity. The process of motivating means encouraging all parties to be willing to work together, sincere and passionate to achieve goals that are in accordance with the plans that have been determined or organized previously. This is confirmed by Terry which states that, "Actuating is setting 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 the efforts" (Terry, 2010).

Following is the purpose of the actuating function.

1) Creating a more efficient collaboration.
2) Developing the capabilities and skills of the staff.
3) Fostering a sense of belonging and liking work.
4) Strive for an atmosphere that improves work environment
5) motivation and work performance of staff.
6) Make the organization develop dynamically.

Character Education Evaluation

Summarize some of the following definitions of evaluation from several experts in Sagala. First, Oteng Sutisna connects the supervisory function with administrative action. For him, supervision is seen as an administrative process to see whether what happened is in accordance with what should have happened, if not then the adjustments it needs to make. Second, Hadari Nawawi emphasized that supervision in administration means the activity of measuring the level of personal work effectiveness and the efficiency level of using certain methods and tools in an effort to achieve goals. Third, Johnson argues that supervision is a system function that makes adjustments to plans, ensuring that deviations from the system's objectives are only within tolerable limits (Sagala, 2013).

In relation to school management, that supervision is one of the activities to find out the realization of school personal behavior and whether the level of achievement of educational goals is as desired, then from the results of supervision whether improvements are made.

Supervision includes checking whether everything goes according to the plan made, instructions issued, and established principles, among others, as stated by Sagala, including:

a) Focusing on strategic as the key objectives that determine success.
b) Being feedback as material for revision in achieving goals.
c) Flexible and responsive to changing conditions and environment.
d) Match with educational organizations.
e) Is self-control.
f) Direct in nature, namely the exercise of control at the worker's premises.
g) Paying attention to human nature in controlling educational personal (Sagala, 2013).

In line with these principles, that supervisory action consists of three universal steps, namely measuring the action or performance, comparing the action with the set standard and determining the differences if any and correcting the deviation with corrective action. The following divides supervision into four steps, including:

First, establishing standards and methods for measuring achievement which includes setting standards and measures for all kinds of needs, from curriculum achievement targets to the target of achieving the quality of graduates.'

Second, measuring work performance that is carried out continuously, repetitively and the frequency depends on the type of activity being measured.
Third, comparing the results that have been measured with the targets and standards that have been previously set.

Fourth, take corrective action, if the results achieved do not meet standards and the analysis indicates the need to take action.

The principal as a leader in the organization, of course, after having a plan. carry out in an organized manner, then carry out an evaluation to find out the extent of the success of the program. Evaluation to measure the degree of success of the program. In this regard, the implementation of the evaluation carried out by the Principal covers all components of the school activity program, both short term, medium term and long term.

In addition, the evaluation activities carried out by the Principal, also on the running of the school organization, and the results of this evaluation then the School Principal coordinated with related agencies, the results of which could be used as material for improving the implementation of school work programs in the future.

Supervision (controlling) is a management function that is no less important in an organization. All previous functions, will not be effective without a supervisory function. In this case, Boone and Kurtz (1984) provide a formulation of supervision as: "... the process by which managers determine whether actual operation are consistent with plans".

The character education evaluation process is carried out by the school principal, committee,

supervisors, and the community. Administratively, supervision and evaluation are carried out by supervisors (school principals and supervisors) of the learning devices owned by the teacher, for intracurricular and extracurricular activities are mostly monitored and evaluated by teachers, guardians, and parents of students. The results of monitoring and evaluation become reference materials for the management of character education, so that this school is continuously developing character education in various lines of social life in schools.

From these findings, the authors conclude that the evaluation system in SMA is good. With an assessment system that looks at the three aspects, namely cognitive, affective, and psychomotor, so that the learning objectives and practice can be achieved in a balanced manner that is not burdensome in any one aspect. In addition, the monitoring that schools do for teachers is also very good. Because with such monitoring we can find out the activities carried out by teachers and students, of course. According to the researchers, the learning evaluation applied in the two high schools was an evaluation of the process and results. According to Sanusi (2001: 9) argues that the character of a person, the character of society, and the character of a nation's development is being grown, built, and determined by the value system in its true sense. A person's character is determined by inherited factors (genetic), which are then also shaped by conditions and interactions between social, cultural, environmental factors and is specifically determined by the position and role of the family, education, and learning experience, character as a certain unit is not regardless of one's appreciation of the value system in life and society.

Barriers to implementing character education

In this 21st century, there are four things that have not changed and we need to pay attention to them. First, change itself. Second, natural laws, such as gravity (universal) and the law of win-win (win-win), because no one wants to experience defeat. Third, choice (choice), for example in the form of strategies, tactics, business processes, and so on. Fourth, character. Unlike the case with competition which constantly changes itself from time to time. The character that is required of each person does not change. The impacts of the barriers to the implementation of character education are as follows: Negative Effects of Television, Free Sex, Internet, Karaoke Places, and Tourist Attractions.

Solutions to character education problems

Solutions to problems regarding character education include integration with other lessons through the education implementation plan.

Integrating RPP with Character Education, Law number 20 of 2003 concerning the National Education System article 3 states that National Education in article 3 states that national education functions to develop abilities and build dignified national character and civilization in order to educate the nation's life. National Education aims to develop the potential of students to become human beings who are devout to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The characters as defined by Ryan and Bohlin contain three main elements, namely, knowing the good, loving the good, and doing the good. Education is an effort to develop cognitive, affective, and psychomotor domains. The estuary of the cognitive domain is the growth and development of academic intellectual abilities and abilities, the affective domain will lead to the formation of personality characters and the psychomotor domain will lead to vocational and behavioral skills.

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, namely individuals who can make decisions and are ready to take responsibility for any consequences of the decisions they make. Meanwhile, character education is a jointly planned effort that aims to create successors who have good personal basics in knowledge, feelings and actions. Because of the importance of character education in shaping the character of students, character education has been integrated into the curriculum in schools. The development of character education in schools basically refers to Law no. 20 of 2003 concerning the National Education System Article 3 states the functions and objectives of national education in forming quality human resources. In internalizing the values of character education, self-habituation is needed to instill them in the heart so that they grow from within. These values can be integrated and internalized into all school activities, both intracurricular and extracurricular activities.

D. CONCLUSION

The following conclusions are based on the results of the research, and discussion, as well as a review of the relevant literature and findings during the study. The packaged conclusions are the answers to the research questions.

General Conclusion; In general, character education management in the development of noble morals, is oriented towards the vision, mission, and goals that must be realized at a certain time through the analysis of the school's resources, both human resources and other resources, so that the achievement of school goals can be realized. In fact, the management of character education is still not effective because it still faces various obstacles, especially resources, both human resources and school resources.

Special Conclusion; *First*, planning for character education in the development of noble morals in SMA has been structured quite well and systematically, but its implementation still faces several obstacles. Some of the obstacles faced by schools as managers and managerial policy makers are on teacher resources. There are still many teachers who have not equipped learning tools and use learning methods that are not in accordance with the learning theme which results in the quality of learning itself. *Second*, organizing character education management in the development of noble morals, in general, has been running according to the program with the same understanding principle, responsible commitment. The role of the principal in organizing the necessary resources is to form task forces in the form of a school organization. With proportional and professional placement of personnel, for the benefit of the development of high school students. Although not yet supported by adequate job analysis. *Third,* the implementation of character education management in the development of noble morals has gone well. This can be seen in the school program actuating as explained by the

Principal reflecting the vision and mission of the school, the system and work procedures of school management at the level of professionalism of school management and carried out based on principles. There is a good understanding of the program by involving all school staff by giving roles and assignments proportionally and professionally. However, the implementation of improving teacher performance has not paid attention to the resources they have. *Fourth,* evaluating character education management in the development of noble morals in high school is carried out in a series of planned activities covering all components of school activity programs, both short term, medium term, and long term by being used as material for improving the implementation of school work programs in the future. However, the evaluation conducted by SMA has not been followed up with innovative programs according to their needs. *Fifth,* barriers to implementing character education are not evenly used syllabus and character lesson plans in the learning planning process. *Sixth,* solutions in the implementation of character education can be made to overcome obstacles through a process of coaching and development

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