



Implementation Of School-Based Management In The Formation Of Character Of State Elementary School Students 1 Watu Belah

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Abstract. Character education is more important than moral education because character education not only recognizes what is right and what is wrong but also how students are subjected to goodness. Character education includes education of values, ethics, morals, and character and aims to teach students how to make good choices and maintain goodness in daily life. This study aims to determine how the implementation of character-based school management in SDN 1 Watubelah runs. This study uses a qualitative approach with data collection techniques: in-depth *interviews*, observations, and audiovisuals. The criteria used to select informants are homeroom teachers, BK teachers, and curriculum staff. The study results show that schools want to instill traits such as creativity, talent, and morals. They also do not forget basic traits such as honesty, discipline, etc.

Keywords: Character Values, Character Education, Implementation

INTRODUCTION

Human Resources (HR) is trying to improve through education. These educational opportunities consist of the acquisition of formal knowledge to face the future as individuals and citizens. The responsibility of the world of education is to prepare students to play an active role by appearing tough, competitive, independent, creative, and professional to achieve quality human resources. Education plays a major role in improving the quality of human resources. Good human resources will impact the quality of education (Hendrizar, 2020).

The ideals that are expected in our national education include increasing the nation's character to support the realization of the life of a nation that believes in and fears God Almighty, has a noble character, is healthy, knowledgeable, capable, productive, creative, innovative, independent, democratic, non-discriminatory, and is cultured,

dignified and prosperous within the framework of the Unitary State of the Republic of Indonesia.

School-Based Management (SBM) was chosen as a model for decentralizing education because it will make it easier to achieve educational goals. The implementation of School-Based Management (SBM) is a strategy in education to improve education by significantly transferring decision-making authority from the central and regional governments to schools, involving stakeholders to make decisions about budgets, personnel, and curriculum.

School-Based Management (SBM) is a criticism of the implementation of education that has been centralized. Centralized education does not educate school management to be more independent, both in terms of leadership management, teacher professionalism, institutional development, curriculum development, provision of learning resources, resource allocation and especially building community participation to have more schools.

METHOD

This study uses qualitative research methods. The data comes from the results of interviews, field notes, personal documents, and other official documents. The research site is at SD Negeri 1 Watu Belah. The implementation of this research will start on June 10, 2024 – June 25, 2024. Resource persons: principals, teachers, and school committees. Venues and activities: including the place and location of SD Negeri 1 Watu Belah, and all activities related to School-Based Management. The data collection technique used in this study uses data from interviews, observations, and documentation. Data analysis starts from the beginning to the end of data collection. The data formed from words or sentences from interview records with various sources in the field and the results of observation are processed into meaningful sentences and analyzed qualitatively.

RESULTS AND DISCUSSION

Implementation of Character-Based School Management

This study explains how SDN 1 Watu Belah implements character-based school management. At SDN 1 Watu Belah Cirebon, character education has clearly existed for a long time. Schools or educational institutions certainly have different visions and

missions. The educational model and the goals to be achieved are also different. Education is basically an effort to improve human intelligence, both cognitive, affective, and psychomotor because education is developed to produce a superior generation. Education is the most effective medium for character building, or character building, and can help in developing human potential to achieve better self-quality. Therefore, character education must be re-optimized in schools to produce a superior generation.

Character education is being instilled in students today because teachers realize that character education has begun to fade in their students. Several factors affect character education, including internal and external factors. Internal factors come from within students, which, of course, are different because they come from families with different backgrounds. External factors come from the education provided at the student's home. In accordance with what a teacher we interviewed directly at SDN 1 Watu Belah, Mr. Rian Arie, S.Pd., he stated:

"Not all internal factors of children are the same. These internal factors come from different home education because they come from different parents. If parents face problems and educate their children in their own way, the child will be an example to his parents. If the parents are teachers, the teacher will educate his own child, and if the parents educate his child indifferently, the child will have his own character aspects that make people indifferent. I don't feel the need to appreciate it. If the external factor is the parents, the second factor is the environment. The environment where the parents live encourages him to pray and do other things but his environment does not. That's it."

Because there are internal and external factors in character education that affect and are interconnected, the teacher's opinion emphasizes the importance of the relationship between teachers and student's parents in the formation of their character. Another teacher expressed her opinion on internal factors, Mrs. Dian Sarawati, S.Pd., said:

"For the internal factors, from the children themselves, then from the teachers and staff. The influence of parents is on their children, and their own character is on the school. If you look at the children

here, it probably won't be the same because the character of the teacher is not rigid who orders his students to do certain things. On the contrary, these teachers are flexible, so children move more and communicate with their teachers. If the character of his own children is indeed varied, his character remains the same by not being able to stop communicating and moving."

Character Wanted to Achieve by SDN 1 Watu Belah

As mentioned earlier, the character that each school wants is definitely different. At SDN 1 Watu Belah, some of the desired characteristics are honesty, creativity, talent, and morals. When we went to SDN 1 Watu Belah, we witnessed that around eight o'clock in the morning, students began to scatter to the mosque on the second floor to perform dhuha prayers. Teachers have gone around the room to ensure that all students follow the dhuha prayer. At SDN 1 Watu Belah, a form of character education is applied. In terms of talent and creativity, a teacher stated that Teacher Mr. Rian Arie, S.Pd., stated:

"One of the goals that Muhammadiyah schools want to achieve is talent. We emphasize this talent for children to have noble morals. The second is creativity, which is their talent and interest. Because every child has different talents and privileges given by Allah SWT, we help children develop their potential, such as horseback riding, cycling, or anything else

Also, the children do not follow school procedures, but we provide the facilities."

This is true when we conduct research on the application of Character Education. We found many spaces used to support students' creativity and talents. For example, there are fields for football, volleyball, and basketball, and on the fourth floor, there is an upper floor that is used to grow plants. During our interview with a teacher, we found that a student of his age, who was in the 7th grade of high school, communicated with his teacher very fluently in English. This is proof that its teachers are also helpful to its students, teaching them to communicate fluently in English every day.

The development of a classroom with character is very important because if the classroom is only used for the process of knowledge exchange, the character of each student will not be formed. They only come to note what their teacher taught them and then return home to play with their peers, while their morals will be damaged and their character will never develop. One of the teachers we met, Mrs. Dian Sarawati, S.Pd., stated:

"This is very important because that is what distinguishes tutoring from schools. In addition, the nature of the teachers here is integrated with the students with Limitations that are true. Moreover, lessons are just not enough to build character; There needs to be lessons about friendship, character education, and socializing with friends and teachers."

This shows that the development of character classes is very important and must be owned by all schools. There are several things that need to be prepared before implementing character education. Teachers' human resources (quality and quality of teachers), morals or character education towards their God are things that are prepared, as is the case at SDN 1 Watu Belah, Mrs. Nissa Noor, S.Pd., expressed her opinion on this issue as follows:

"Because the teacher is the main character, the human resources are the parents. Children will imitate because the character of the parents is like a virus: the environment is bad, the character is bad, and the character of the parents is good."

Thus, we know the method used by SDN 1 Watu Belah to implement character-based school management for its students. Character education is an important thing that must be instilled in children from an early age. Character is very important in the educational process that lasts throughout life.

DISCUSSION

At the unit level, character-based school management is very important and must be applied to support the success of the educational process and the formation of students' character, in accordance with national education goals. It is based on the philosophical and psychological foundations of educational, constitutional, idyll, and anthropological students. Hidayat, Character-Based School Management, January 2012. There are many factors that affect the success of the implementation of character-based school management, and one of the factors that successfully supports the successful implementation of SDN 1 Watubelah is still in the pretty good category. We observed directly and conducted interviews with several teachers at the junior high school. At SDN 1 Watubelah, they all seem to really implement character education quite uniquely.

With his students, the teacher looks more humble. They use an approach to inculcate character education and give students the freedom to show their talents so that they can do so freely without fear of being banned by their teachers. From then on, the teachers there gradually taught character education, which students may not know. It can be seen that the teachers there are more friendly with their students, but they also know their boundaries. A teacher at the site said that elementary school students still tend to like to play around, but middle school students are starting to consider their future and the process of finding their identity. Therefore, teachers do not want to pressure their students to become what they want to be; Instead, they let their students show their abilities. They always try to supervise and control the character education of each student. Undoubtedly, instilling character education in every school is not an easy task because every teacher must have a deep understanding of each character of their students. However, if a teacher is able to understand the character of his students, it does not mean that he will easily teach them and instill character values in them.

Educational institutions play an important role in building students' character and morals. They are educated about manners, uplift, manners, honesty, a sense of responsibility,

integrity, discipline, hard work, and synergy. Schools and madrasas must be laboratories of character and morals for the candidates for the successors of the leaders of the nation and state of Indonesia. Ki Hajar Dewantara described education as an effort to improve children's ethics, mind, and body so that they can achieve perfection in life, namely living and bringing children to life in harmony with nature and society. On the contrary, the character is the keyword for the formation of Indonesia's young generation, who are superior and ready to take responsibility for development. Knowledge *transfer* is more important than *value transfer*. Often students who have a score of 9 for Religious Studies and civic education do not necessarily have superior character (dalyono, 2017).

One of the problems faced by SDN 1 Watu Belah when implementing character-based school management is that the facilities and infrastructure have not been fully fulfilled. For example, it still needs space to allow its students' talents to develop. However, schools will do so over time.

CONCLUSION

There are several conclusions from the research that has been conducted on the application of character-based character education management, namely:

1. At SDN 1 Watu Belah, character education management is well implemented. where teachers can provide character education to their students in a way that does not pressure students but rather interacts with their students, does not limit students' talents, facilitates students' talents, and then slowly teaches or inserts character values in lessons.
2. At SDN 1 Watu Belah, creativity, morality, and talent must be the top priority. In addition, traits such as honesty, discipline, responsibility, help, and so on must also be realized.
3. SDN 1 Wattu Belah, has prepared itself to implement character-based school management, one of which is the quality of human resources for its educators.

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