

Strategic Management of Strengthening Character Education through Learning at Madrasah Aliya Negeri Tangerang Selatan City

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ABSTRACT

The purpose of this research is to understand the strategic management of strengthening education through character learning through online and offline learning which includes planning, implementation, and evaluation. The research method uses a qualitative approach through interviews, observations, and documentation studies at Madrasah Aliyah Negeri Tangerang Selatan. Analysis with data reduction, data display, verification, and conclusions. The results of the study are: (1). Planning through preparation, and policy mapping, according to procedures and stages of learning (2). Organizing forms a team as the head of the principal, the daily leader of the vice principal, and teachers to carry out character education through online and offline learning (3). Implementation of character education is carried out through learning activities, exemplary, priority scale, reflection, coaching, habituation of student discipline through religious activities, nationalism, social care, and environmental care (4). Evaluation of the implementation of online and offline learning in Madrasah Aliyah Negeri Tangerang Selatan. With supervision, precise and objective assessment of the accuracy of tasks, cooperation, and effective and efficient achievement of online and offline learning.

Keywords: Strengthening Strategy, Character Education, Learning

A. INTRODUCTION

Building the character of students in madrasahs to be able to answer problems in character education. Phenomena that occur at this time, and the challenges for the future faced by students are very complex. Several characteristics must be instilled in students, at Madrasah Aliyah Negeri 1 South Tangerang. Rahayu, D. W., & M. T., (2020). Values consisting of religious values, nationalism values, independence values, and cooperation between individuals and groups, become integrated. The characters that students need for the present and the future are students as the golden generation of the Indonesian nation.

Character education is an important learning, namely the moral aspect, and the personality aspect that can be realized in the form of moral attitudes in interacting with the community and the surrounding environment. Suryanti, I., et. al., (2018). The purpose of education is to encourage students to instill good character values, because with good character they can grow and develop according to the capacity of students, who have a shared commitment to cultivating character education as a goal of living together.

Strengthening student character education has a very important role because character education is a necessity in improving the quality of students in sustaining life throughout life, students as individuals, students as social groups, as well as in the life of the nation and state. Student learning that is carried out outside the madrasah environment using distance learning in the form of online via zoom and google meet, is a learning interaction between teachers and students in providing additional assignments and lessons, as well as independent learning under the supervision of the teacher to create a learning environment in developing character, as the teacher's responsibility to create active student participation. Asrivi, Q. E. S. (2020). Because a teacher's evaluation in instilling student character values, through direct observation by the teacher, in observing attitudes and changes in student attitudes that arise into habituation. The obstacles faced by teachers in providing online learning of character, namely: Mastery of information, communication and technology, internet network constraints, and innovations in learning character values into online and offline learning.

Teachers providing learning character values online can do it together by using social media such as Whats App groups, telegram groups, classroom groups, Instagram, Google meet, zoom applications, or other learning media. Akbar, M. R., (2017). Thus, the teacher can ensure that his students have participated in learning together at the same time in different places. Online learning interactions between teachers and students are very urgent and urgent, knowing the learning process and deepening students' knowledge directly. It is a challenge for teachers, parents, as well as students, and other school members. Teachers can apply learning models by optimizing online learning, also providing facilities for online learning, parents of students at home can create a conducive learning climate, providing network facilities to support online learning.

The student learning process through the network has personal and independent responsibility in learning at home, can control and complete assignments online, and can optimize facilities through smartphones or laptops owned by students. Support from parents is indispensable in learning at home.

B. Research Methods

The research method used is a case study, using a qualitative approach. With the concept of understanding (Sugiyono, 2018:23). With the cognitive learning model instills the understanding of students related to character education through student learning. It is common in learning activities

Learning models are often used to achieve the intended learning objectives, then this approach is flexible because the event has been carried out so that researchers naturally examine the events that appear. Hermawan., (2017). The design of this qualitative method develops and emerges in the research process, which means that researchers can conduct research more than once, and the data obtained will snowball and continue to develop.

C. Results and Discussion

The educational institution, MAN 1 South Tangerang City. Quickly responsive to the development of information communication and technology to support, the performance of human resources, owned by Madrasah and ready to compete with other schools in South Tangerang and Tangerang province Banten. Muslich, M., (2018). In serving students who will enter and who have become students and public information. By using Information technology in the form of a specially designed Web, it becomes a means for the school community to provide information services quickly, responsively, clearly, and accountably. From this service madrasah aliyah Negeri 1 Tangerang Selatan, is ready and open to receive suggestions from steak holders den all parties that are constructive and constructive to answer the needs of the community

1.1. Character education planning of MAN 1 Tangerang Selatan.

Based on research found at the site, the researchers can explain that the education through character learning planning of MAN 1 Tangerang Selatan is following the stage of preparing the character education government regulations on education, Primasari, D. A. G., et. al., (2019). technology research, and culture, which states that several things need to be done in the stage of preparing the character education design, among others: (1). Identifying the types of activities at school that can realize character education that needs to be mastered, and realized by students in everyday life, (2). Developing learning materials for each type of activity at school, (3). Developing the implementation design of each activity at school (objectives, materials, facilities, schedules, teachers/facilitators, implementation approaches, evaluation), (4). Preparing supporting facilities for the implementation of character building programs at school.

- a. Planning in strengthening Character Education must be through Learning. Through preparation following the findings in the field that have been validated by researchers, which are described and explained that lesson planning prepared by subject teachers, religious education teachers, and guidance and counseling teachers at MAN 1 South Tangerang, has been following the guidelines for guidance and implementation of strengthening character education from the Ministry of Education and culture, through the stages of learning planning, through the syllabus, Mubin, M. S., (2020). course plans, and textbooks that have been designed. Learning activities in the character education strengthening program. What programs will be carried out by teachers in making syllabuses, and lesson plans that are oriented towards strengthening character education following the guidelines for

implementing character education providing assessment, and awareness of the importance of internalizing madrasah values?

- b. Planning for strengthening character education through extracurricular activities, can explain that planning for strengthening character education can arrange MAN 1 South Tangerang Salahudin, A., et. al., (2013). extracurricular activities following the ability of students and the objective conditions of the madrasah into extracurricular activity programs following the stages (1). Can analyze the resources needed to run the extracurricular activity program; (2). Can identify the needs, potential, and interests of students; (3). Can determine the extracurricular activity program that will be held (4). Can seek resources following the abilities of students (5). Can develop a long-term extracurricular activity program. So it can be seen that planning in strengthening character education, through extracurricular activities according to the needs and potential of students, which includes planning analysis, needs analysis, and financing analysis, which benefits students.
- c. Planning in Character Education Through Habituation carried out by students as well as school residents. Based on the findings in the field, which were studied and explained that the acculturation and habituation activities carried out by MAN 1 South Tangerang were designed to be very useful. This is following what is followed by all school residents, students, teachers, principals, and administrative staff at school, planned since the beginning of the school year, already included in the academic learning calendar, and carried out every day as part of the school culture.

The types of activities and programs that have been planned in the development of school culture are carried out through several activities and self-development, such as routine activities, planned activities, role models from teachers, and character building. Sutarman., (2021). Character education planning in the madrasah culture activities of MAN 1 Tangerang Selatan includes routine activities, incidental activities, conditioning, and exemplary.

1.2. Organizing Character Education MAN 1 Tangerang Selatan.

Organizing learning is an action that teachers always take in preparing for the learning process, Mutmainah, S. F., (2021). so that learning process can run smoothly, effectively, and efficiently. In organizing learning, some stages must be passed by a teacher, namely as follows:

- a. The division of tasks and job descriptions of teachers in the learning activity program. Based on the findings obtained in the field, the division of tasks and functions of teachers in carrying out activities in the learning program at MAN 1 South Tangerang. That is carrying out teaching duties following competencies which include the scope of providing [learning, supervising, and assessing students, starting at 7.00-17. Implementation of teacher duties and job descriptions in learning activities, following the Madrasah organizational structure that has been set for the 2021/2022 academic year.
- b. The division of tasks and job descriptions of teachers who are assisted by academic staff in the extracurricular program activities. The findings have been validated by researchers to explain that the division of tasks in carrying out programs and extracurricular activities, must follow rigid guidelines in the implementation of extracurricular program activities that are supported by the completeness and availability of facilities and tutorials as well as other trainers owned by MAN 1 Tangerang Selatan.

- c. The division of tasks that must be synchronized between teachers and education staff, in carrying out activities in learning, and in applying the habituation of values for strengthening character education. Following the findings that have been validated in the field. The formation of the implementing committee as the person in charge of extracurricular activities in cultivating and habituating students is the key to success in implementing the activities designed and implemented at MAN 1 South Tangerang.

1.3. Implementation of Character Education MAN 1 Tangerang Selatan

Following the research found in the field, the researcher must explain the implementation of education through character learning in MAN 1 Tangerang Selatan. Nafisah, F. T. et. al., (2020). learning following the Ministry of Education and Culture's character education implementation guidelines, which state that learning activities from the introductory, core, and closing activity stages are selected and implemented so that students practice the targeted character values at the activity stage of the core program, and at the end of the closing that has been carried out according to the plan so that students can cultivate character values as desired. In addition, Curriculum Implementation, states that the learning process consists of five main learning experiences, namely: observing; questioning; gathering information; associating; and communicating.

- a. Stages in the learning process consist of introduction and introduction, discussion, and closing activities. Character education values that are instilled in students in learning activities include arriving on time and giving greetings. Instilled values such as discipline, greeting each other, smiling and being friendly when entering class. The values of politeness and caring, praying before studying, according to religion. Checking student attendance, and student learning persistence. Pray for sick students. The values that are instilled are ensuring every student is present. Reprimand students who arrive late with full attention, so that students feel comfortable and aware of their mistakes.
- b. Referrals in the student learning process are following the syllabus, lesson plans, and teaching materials, as well as conveying character value points to be developed related to character education. Samino, W., (2014). Character values are instilled by involving students, to obtain extensive and in-depth learning information about the subject matter, by developing natural principles, and learning through various learning sources. The values of independence, logical thinking, science, creativity, and cooperation. With a learning approach to learning media, and other learning resources.
- c. Student learning facilities, teachers, and the environment as well as can also learn through other sources. The values help each other, mutual respect and appreciation, and care for the environment. Involving students actively in learning activities, values of self-confidence and independence, facilities needed by students in conducting analysis, laboratory facilities, studios, and environmental facilities. Nazula, L. and, & Erni, M. (2020). The values of independence, cooperation, and hard work. Get used to reading, and writing with a variety of literacy. Values in the love of science, creative and logical thinking, through assignments, and discussions, to be able to get new ideas both in the discussion. Creative values, thinking critically, acting respectfully, and behaving politely.
- d. Can analyze learning in solving problems, to be able to act wisely. Can provide facilities for students to learn cooperatively and collaboratively. Cooperation, mutual respect, and responsibility for the task. Setiawan, A. R., (2020). Providing facilities for students to compete healthily to improve student learning achievement. Values in honesty, fairness, and

respect for others. Provide facilities for students to be able to make reports on school assignments, exploratory assignments orally and in writing, individual assignments, and group assignments. Instilling the values of honesty, responsibility, mutual respect, independence, cooperation, and self-confidence.

- e. The values of self-confidence, being able to act independently and being able to work together. Provide facilities for students to organize exhibitions of school products, tournaments, and festivals of Islamic music, calligraphy, and reading the Koran. Values that need to be instilled in students such as self-confidence and independence. Provide facilities for students to be able to carry out these activities to foster self-confidence and the success of students in organizing events to explore activities from various sources.
- f. Extracurricular learning is designed to improve the quality of education at school, which strengthens mastery of competencies and enriches students' learning experiences through activities outside of class hours. MAN 1 Tangerang Selatan, organizes extracurricular activities consisting of extracurricular Scouting, Nurhisam, L., (2017). extracurricular Youth Red Cross, extracurricular Youth Scientific Work, extracurricular Spirituality and Worship, extracurricular sports and Health, extracurricular arts and aesthetics, extracurricular culinary skills, extracurricular fashion skills, extracurricular Koran reading skills, extracurricular welding and automotive skills, extracurricular Women's Jurisprudence, guidance and counseling activities, intra-school student organizations, Student Security Patrols, and Wall Magazines.

1.4. Character Education Supervision of MAN 1 Tangerang Selatan

Supervision learning through supervision and guidance activities carried out by the principal on all learning activities between teachers and students. Sumiana., et. al.,(2020).

- a. Supervision in student learning is carried out directly by the subject teacher in question. Because the teacher has a role in improving student learning. The strategic role can supervise students learning in their respective classes, and develop students' potential to shape student characteristics. Direct supervision of student characteristics by the principal and deputy head of the madrasah is carried out during supervision.
- b. Supervision of teachers when taking place in extracurricular activities, by the head of the madrasah is carried out directly and indirectly. Putri, I. R., (2019). The principal of the madrasa supervises by participating in extracurricular activities. While indirect supervision in extracurricular activities, the head of the madrasa checks the report after the activity ends, and on the monthly report. Extracurricular teachers have a strategic role in supervising extracurricular activities, shaping character values, in developing students' potential.
- c. Supervised the activities of the acculturation process and habituation of character values. Supervision in the cultivation and habituation activities is carried out directly by all madrasah residents, especially school principals and teachers, and other school residents. Teachers have an important role in cultivating activities and habituation of carrying out character values in supervising the implementation of activities so that they are following the objectives.

Based on the results of supervision in the research sites, the researcher will explain the supervision of education through character values in MAN 1 Tangerang Selatan, in the process of teaching character education, involves all components in the madrasah. Syah, R. H., (2020). When

students behave defiantly, teachers who know will spontaneously reprimand/give direct coaching. If the problem is recurring and requires special handling, coaching is carried out in stages, starting from calling students by homeroom teachers to get direction, if the problem cannot be resolved, it can be coordinated with the guidance and counseling teacher, but if the behavior caused cannot be resolved, it can be resolved to the student affairs department to call the parents of students.

2. CONCLUSIONS AND SUGGESTIONS

2.1. Conclusion

Based on the results of research and discussion that the authors conducted regarding the management of MAN 1 Tangerang Selatan, character education, it can be concluded that the organization is as follows:

- a. Character education planning at MAN 1 Tangerang Selatan. Has shown results, namely:
 - (1). The school conducts character education planning at the beginning of the new school year. This program is carried out every year along with planning and evaluating character education programs
 - (2). Each program planning is based on and developed based on the vision and mission of the school
 - (3). Character education planning activities involve all teachers in jointly developing character education programs
 - (4). Character values are integrated into lesson planning
 - (5). Madrasahs develop extracurricular activity programs and acculturation and habituation activities.
- b. Organizing character education includes:
 - (1). Having an organizational structure that handles the implementation of character education
 - (2). The division of duties of teachers who handle learning is based on the scope of the teacher's work, working hours, job descriptions per type of teacher, and fulfillment of the teacher's face-to-face hour obligations
 - (3). Forming a committee or person in charge of activities that handle acculturation and habituation activities.
- c. Implementation of character education, namely:
 - (1). Learning activities, in addition to making students master the targeted competencies (material), are also designed to make students recognize, realize/care, and internalize values and make their behavior;
 - (2). Extracurricular activities are carried out to support the achievement of character education goals
 - (3). Implementation of acculturation and habituation activities creates an atmosphere or climate of character through activities at school, both incidental routine activities, spontaneous, exemplary, and conditioning.
- d. Character education supervision includes:
 - (1). Supervision of character education implementation involves all school components (teachers, parents, school staff);
 - (2) supervision is carried out in observing student behavior in daily life in madrasah, both learning activities in class, in madrasah and extracurricular activities outside madrasah;
 - (3) collaborating with teachers, homeroom teachers, counseling guidance teachers, and parents to monitor student character development;
 - (5) evaluation of character development achievement is given through academic assessment, namely student report cards.

2.2. Suggestion

Based on the results of the discussion and conclusions, the researchers can provide input in the form of constructive suggestions for the realization of character education at MAN 1 Selatan Tangerang, namely as follows:

- a. For the principal for character education activities, it needs to be socialized in advance, and can also invite experts who are competent in the field of character education. This activity aims to build collective awareness about the importance of student character education.
- b. Teachers should determine the character values program, according to the priority scale, which is developed based on the results of the analysis of Madrasah conditions. Students need to be intensely instilled with all activities, as a base for instilling student character values. All activities should be integrated with character education values.
- c. The school community needs high commitment to make new and up-date innovations in implementing character education programs following the times.

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