

Strengthening Student Character Education Through Learning Management

by Rofiki Rofiki

Submission date: 20-Jul-2023 01:04AM (UTC+0800)

Submission ID: 2133633633

File name: 206-Article_Text-1276-1-10-20230208_1.pdf (320.35K)

Word count: 4458

Character count: 24945



Strengthening Student Character Education Through Learning Management

Moh. Yusni Fathoni^{1*}, Moh. Rofiki²

yusnifathoni@gmail.com^{1*}, mohrofik1984@gmail.com²

^{1,2}Program Studi Manajemen Pendidikan Islam

^{1,2}Universitas Nurul Jadid

Received: 12 01 2023. Revised: 02 02 2023. Accepted: 08 02 2023.

Abstract : This research examines the strengthening of student character education through learning management at MTs Ihyaul Islam Alaspandan. Learning management through the basic functions of planning, organizing, actuating, and controlling to be applied to students in order to make character-educated students will certainly be useful for the progress of the nation and State as well as the ideals of the institution. Both parents need to be considered and endeavored by the institution as one of the efforts that greatly affect the success of students who will become responsible, trustworthy, disciplined, and character-educated leaders in the future. This research uses a qualitative approach of case study type with data collection techniques through participant observation, in-depth interviews, and documentation. The results of research on strengthening character education through learning management at MTs Ihyaul Islam Alaspandan use the essential functions of learning management planning, organizing, actuating, and controlling the character education of amal ma'ruf, nahi mungkar, hablun min Allah and hablun min annas students.

Keywords : Character education, Learning management, Student character

INTRODUCTION

In the current era, there are many character problems in the world of education, such as in terms of discipline, the occurrence of bullies between students, it happens both among fellow classes or different classes and even different schools, lack of students in having politeness to teachers, lack of students in respecting seniors and loving younger ones, lack of honesty when shopping in the canteen, fighting among friends, theft cases, students who sleep and ignore the teacher's material explanation in class, lack of responsibility for the tasks given by the teacher and many other issues regarding the decline in character possessed by students. Of course, this indicates the reduction in essence owned by students and the need to strengthen character education that institutions, parents, and society must carry out. This incident is severe and needs a structured response and action to improve the character of the nation's children, which is very troubling. The importance of strengthening student character

How to cite: Fathoni. M. Y., & Rofiki. M. (2023). Strengthening Student Character Education Through Learning Management. *Jurnal Simki Pedagogia*, 6 (1), 97-107.

Copyright © 2023 Moh. Yusni Fathoni, Moh. Rofiki

This work is licensed under a Creative Commons Attribution 4.0 International License.

education from an early age to make children with excellent character through religious teachings and good habits of society (Utami, 2019).

Character education is a foundation that will continue if it is in the world. Therefore, for the success of character education for all students, it is necessary to strengthen character that is managed appropriately and by students. Proper character strengthening will help students improve their personalities according to the law, the ideals of parents, institutions, and the nation. Education is a very important organization and can influence all elements starting from teachers, staff, and students. Hence the importance of education by having character strengthening helps students have good character. Because of the excellent character that students have will certainly benefit religion, the nation, society, and especially themselves (Zahri Harun, 2015). Education greatly influences student character, mainly if strengthening student character is also supported by parents and community leaders such as village heads, Koran teachers, and influential people in the neighborhood (Rahman & Wassalwa, 2019).

Character education can be formed and is strongly influenced by the role of a teacher because the teacher is the main factor in shaping students, including in the formation of their character (Lickona et al., 2018). Character education is guidance carried out in a process and consciously through the provision of knowledge delivered through learning and examples and habituation to have an educated and character soul (Ghazali et al., 2016). A teacher is one of the leading roles in shaping student character, which has three components described in the following figure.

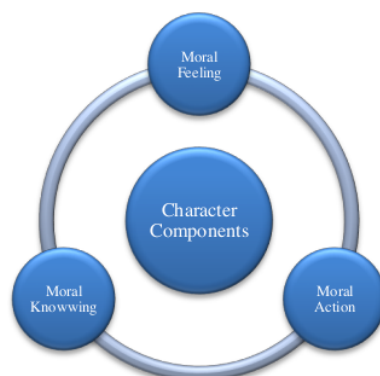


Figure 1. Student Character Components (Lickona et al., 2018).

Student personality can be built through character education implemented in educational institutions through several organizations. The excellent character of students will give the institution the perception of good quality in the eyes of the community and will have

the trust of the neighborhood (Koowuttayakorn, 2018). Character education is an effort made through several processes for the benefit of improving the character of all students in school institutions (Insani et al., 2021).

There is a need for strengthening, coaching, and good moral examples for students so that students have good behavior according to sharia even though they are in the era of globalization, which greatly affects changes in the character and behavior of children through learning management. Learning management is a method carried out by an institution through learning for students in a serious and planned manner and with an evaluation for future improvement with the aim of student success in learning according to the target to be achieved optimally (Gemnafle & Batlolona, 2021). Furthermore, learning management is a goal for the success of student learning through planning, organization, implementation, and evaluation carried out by all teachers and led by the principal (Miqnaul Lailiyah et al., 2021) (Rofiki et al., 2022).

In addition, the institution's efforts are made to prepare the nation's generation through character education which is also supported by the role of both parents so that they are able to face the era of modernization, which is very rapidly developing (Jannah & Umam, 2021). Character education is not only applied to start from higher education but starting from the basic education level. Character education has been sought to have a spirit of responsibility and leadership embedded from an early age, develop the independence of students, and have insight and creativity to create an environment of character, honesty, trustworthiness, and national behavior (Koowuttayakorn, 2018).

Research conducted by Rohmatun Lukluk Isnaini with the title "Strengthening Student Character Education Through Islamic Guidance and Counseling Management" from this research, there is the conclusion from the researcher that it is imperative for schools to give students character education. Good and quality graduates are certainly obtained by students who have character education and are ready to face a future "world" full of problems and differences of opinion, and the challenges of modernity and can produce school graduates with noble characters. Smart and clever students can be obtained through schools, which have high creativity, as well as polite and courteous in behavior and communication, and have a disciplined and honest spirit as well as responsible as well as trustworthiness. In other words, education must be able to carry out the mission of character building so that students and graduates can participate in the intellectual life of the nation without leaving noble character values. Building humans who have noble character values requires hard work in, realizing it.

And strengthening student character can be done with a coaching program and providing assistance to students, namely the guidance and counseling program. In the actualization of the implementation of guidance and counseling activities, it is necessary to realize that it is different from other subject teachers who have scheduled in detail and clearly. This difference requires the guidance and counseling program to be implemented with good management so that the program is arranged systematically and purposefully. So, good Islamic guidance and counseling management will be an effort to strengthen student character education (Isnaini, 2018).

Research conducted by Kristina Jela et al. with the title "Implementation of Dormitory-Based Character Education Strengthening for Prospective Teacher Students" research with this title resulted in the conclusion that the implementation of dormitory-based character education strengthening was carried out through two processes. First, practices: monthly, weekly, and daily activities. Incidental; learning activities, dormitory programs, and activities outside of learning. Second, the method of implementation (habituation, exemplary, spontaneous without planning, appreciation, and punishment). The obstacles faced, namely the limited control of dormitory assistants, especially in the Covid-19 pandemic, the influence of the media, the lack of students who understand the dormitory-based education program, the diversity of characters, and some students who cannot be arranged or challenging to arrange. Meanwhile, the factors that support the strengthening of character education are support from the people, human resources or human resources, facilities or infrastructure, and full support from all residents of parents/guardians, campus, and surrounding communities (Jela et al., 2022).

Research conducted by Dewi Chintia Arum and Khalid Ramdani with the title "the influence of character education management on student discipline at SMAIT Mentari Ilmu Karawang." The conclusion obtained from the research is that character education management has a score of 4.4 with a total of 4576 from 103 respondents with 13 instruments with high criteria of 89%. The conclusion obtained from the research is that character education management has a score of 4.4 with a total of 4576 from 103 respondents with 13 instruments with a high criterion of 89%. With a good criterion value, in other words, the character education management at SMAIT Mentari Ilmu Karawang is significantly good. For the data score of student discipline $4467 : 103 = 4.3$ with a sample size of 103 and 10 instruments means that it is included in the good criteria when inputted. The conclusion of this study is classified as good. Based on the results of data analysis, it is known that there is a

significant influence on character education management with student discipline. The results of the correlation value analysis with a value of 0.527 indicate a moderate correlation between character education management (X) and student discipline (Y). The correlation coefficient of 0.527 is positive, which means there is a positive relationship. The correlation is significant because the calculated F value is $38.740 > F \text{ table } 3.93$ with significant results of $0.000 < 0.05$, then H_0 is rejected. This shows that there is a significant positive effect of character education management on student discipline at SMAIT Mentari Ilmu Karawang. The result of the coefficient of determination (R^2) shows 27.7%. This indicates that the discipline of students (Y) is determined by character education management (X) by 27.7%. At the same time, 72.3% is determined by other variables that are not the focus of this research (Arum & Ramdhani, 2020).

Based on some of the previous research above, this is the first time anyone has focused on strengthening character education through learning management. Besides, the differences in these studies include research objects and methods used in previous studies. This will undoubtedly provide additional knowledge or completeness of data on strengthening character education that has been studied because previous studies focused more on general or general matters and counseling guidance. This study intends to determine the strengthening of student character education through learning management at MTs Ihyaul Islam Alaspandan.

RESEARCH METHODS

This research uses a qualitative method with Creswell's case study approach. This approach was chosen to investigate and understand an event and problem that has occurred by collecting various information with the stages shown below. The research was conducted at MTs Ihyaul Islam Alaspandan for several reasons, namely because of its strategic location and the observations made by researchers. It is easy to obtain data related to the research.

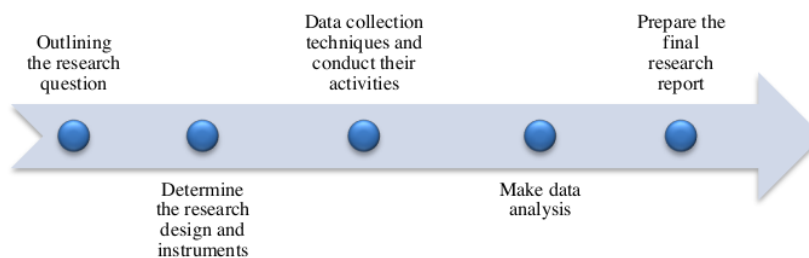


Figure 2. Case Study Stages

Research data was collected using several techniques: observation, interviews, and documentation. The study's participants consisted of principals, teachers, counseling guidance teachers, students, and the community. Data analysis used is data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

Based on the research that has been done, the results obtained that MTs Ihyaul Islam Alaspandan strengthens student character education through a learning management by using the basic functions of management, namely planning, organizing, actuating, and controlling. There is an evaluation carried out at the end to improve things that become obstacles during implementation, organization, and planning carried out. With the implementation of learning management, the MTs Ihyaul Islam Alaspandan institution targets several character education or morals that must be possessed by MTs Ihyaul Islam Alaspandan students, among several character education students must have, including character education for amal ma'ruf, character education for nahi munkar, character education for hablun min Allah and hablun min annas (Nawawi, 2010). Therefore, the method carried out by the MTs Ihyaul Islam Alaspandan institution in strengthening student character education through learning management with these functions (Muali et al., 2021) (Diana, 2021).

Planning. The first thing we do as teachers at MTs Ihyaul Islam Alaspandan institutions is to plan several series of activities with the aim of achieving having students with good character in amal ma'ruf through the existence of an organization in order to make tactics and strategies that have been agreed upon in planning and realized through the existence of a solid and appropriate organization to carry out the movement of an organization (Diana & Firdaus, 2021). We do planning for several activity arrangements with the aim of achieving students with character in nahi munkar through the existence of an organization in order to make a good strategy to achieve learning objectives. In addition, hablun min Allah character education, or how the servant's relationship with the Khaliq and hablun min annas, or the servant's relationship with fellow servants, is also carried out by planning activities with the aim of achieving students with character in hablun minallah and hablun min annas through the existence of organizations to make strategies or ways that can support these educational lessons.

Organizing. In this case, the organization carried out by the teacher of MTs Ihyaul Islam Alaspondan to make it easier to realize students with character, an organization called *ubudiah* was formed which is tasked with carrying out its role to direct students to participate in several religious activities such as duha prayers, congregations, and tahlil and Istighosah. In this case, it is chaired directly by the teacher and all class leaders to make it easier for teachers to carry out their duties in religious matters (Oktavian & Hasanah, 2021). The following organization is security which is chaired by the teacher and consists of all the safety of each class whose role is to keep students from violating the rights of others and things that violate the law or can be called efforts made to improve *hablun min Allah* and *hablun min annas* so that bullying and all violations do not occur.

Actuating. By requiring students to do dhuha prayers in the congregation every day and led directly by the imam picket teacher, accustoming students to start their learning with Doa', giving advice and motivation before the lesson starts, reading sholawat before entering class, required to do Friday prayers in the mosque for students and proven by a signature card from the imam, required congregational duhur prayers and istighosah once a week. Reminding students to always have good intentions because of Allah, always starting the day by remembering Allah, and getting students used to fasting on Monday and Thursday.

We do the planning of several arrangements of activities with the aim of achieving students who have a character in *nahi munkar* through the existence of an organization to make strategies or ways that have been agreed upon in planning and realized through the existence of a strong and consistent organization to carry out the movement of an organization by getting used to students to leave actions prohibited by Allah. Both physical and mental actions. Every day the teacher always reminds students to stay away from dhohir sins, such as talking about the badness of friends or gossip, taking friends' goods or stealing, using their ears to listen to negative things, and hurting others with their words or behavior. This bad thing is always advised by the teacher to his students and given an example by the teacher. Apart from dhohir sins that are often recommended and warned by teachers to be avoided by students, we also always advise students to stay away from inner sins such as the desire of the heart when doing good to be known by others, wanting to be praised by others for the deeds that have been done, arrogance and envy (Nawawi, 2010).

Character education for *hablun min Allah* or how the servant's relationship with the *Khaliq* and *hablun min annas* or the servant's relationship with fellow servants, is also carried out by planning activities with the aim of achieving students with character in *hablun min*

Allah and hablun min annas through the existence of an organization in order to make strategies or ways that have been agreed upon in planning and realized through the existence of a strong and disciplined organization to carry out the movement of an organization character education related to relationships with Allah we always remind students to always be grateful for the blessings that Allah has given. Several countless blessings from human birth to the present, we always remind students so that they are accustomed to being grateful for Allah's blessings, always humble themselves before Allah and always remember Allah in every activity; we always remind students that they are used to being thankful for Allah's blessings, always humbling themselves before Allah and always remembering Allah in every activity. Character education related to students' relationships with humans also has several stages (Utami, 2019). Among them the character and akhlak of students towards teachers, character, and akhlak of students towards fellow students, character and akhlak of students towards parents (Diana & Sholehah, 2022).

As teachers at the MTs Ihyaul Islam Alaspandan institution, we always remind them of the character and akhlak of students towards teachers, and we give examples of how we behave towards more senior teachers. We require students to communicate with teachers properly, such as using soft, polite language and lowering the volume of their voice when communicating with the teacher, not preceding the teacher when walking, not making a sour face when passing the teacher, getting used to shaking hands or kissing the teacher's hand before leaving school, not asking questions while the teacher is explaining the learning material, not looking at the teacher's face when communicating or looking down, prohibiting students from borrowing the teacher's vehicle and not speaking badly about the teacher. Apart from some of the things we remind and advise students of, we also give examples of previous people and how they behaved towards teachers so that they became lucky people. The stories we tell students to become motivated and a strong desire to imitate this behavior.

Regarding students' character towards fellow students, among others, the teachers also require students to apply 3S, namely greetings, smiles, and greetings. This is done so that students get used to doing good things by doing greetings, smiles, and greetings when meeting other people, requiring students to respect their older students and love younger students, and respect students who are equal or in the same class. Accustoming students to respect others by having to ask permission first from others when they need to borrow anything even though it is considered trivial, requiring students to say sorry when they are wrong, thank them when someone helps them, say ask for help or need help when they need

other people, and immediately pay off dependents to others if they borrow it and visit their friends if someone is sick.

The character of students towards parents, as teachers from the MTs Ihyaul Islam Alaspandan school always remind students to obey and obey their parents as long as they rule in good things and are allowed by religion. Behave politely by greeting both parents when leaving and coming from school, praying on time without having to be reminded by both parents, speaking politely and humbly, not hurting parents, and always helping parents in everything. After amal ma'ruf character education, nahi mungkar character education, hablun min Allah and Hablun min annas character education are carried out with planning, organizing, and actuating. For the last one, we also have Controlling and evaluation to improve several programs that have been planned through organization and implementation so that in the future, it will get better and more likely to achieve goals optimally.

Controlling. All teachers control each activity then every week, an evaluation is held at the end of each month with all educators and the principal to find solutions to some of the obstacles that occur in programs that are implemented through prior planning and organized to achieve the goal of having students with character in amal ma'ruf nahi munkar, and good character in students' relationships with Allah Subhanahu Wataala and students' relationships with fellow humans.

12 **CONCLUSION**

Based on the results of the research, strengthening student character education through learning management at MTs Ihyaul Islam Alaspandan, obtained some learning management carried out to improve the character education of the students. The learning included management Planning, Organizing, Actuating, and Controlling basic functions to have character-educated students in terms of Amal Ma'ruf character education, *nahi mungkar* character education, *hablun min Allah* character education, and *Hablun min annas*. Learning management at the research site still be fully considered and implemented; the need for cooperation between all teachers, student guardians, and principals in planning, organizing, and implementation are still carried out with discipline and continue which regarded controlling as well as followed by an evaluation to reduce unexpected mistakes.

REFERENCES

- Arum, D. C., & Ramdhani, K. (2020). PENGARUH MANAJEMEN PENDIDIKAN KARAKTER TERHADAP KEDISIPLINAN SISWA DI SMAIT MENTARI ILMU KARAWANG. *Al-Idarah: Jurnal Kependidikan Islam*, 10(2), 194–202. <https://doi.org/10.24042/alidarah.v10i2.7358>
- Diana, E. (2021). Pelatihan Manajemen Pembelajaran Kewirausahaan dalam Meningkatkan Keterampilan Usaha bagi Mahasiswi yang Lulus Mata Kuliah Kewirausahaan. *Jurnal Abdidas*, 2(5), 1217–1223. <https://doi.org/10.31004/abdidas.v2i5.450>
- Diana, E., & Firdaus, J. (2021). Pembelajaran Fikih Berbasis Audio-Visual Sebagai Media Dalam Meningkatkan Prestasi Belajar Siswa Di MA Nurul Yaqin Situbondo. *Jurnal Al-Murabbi*, 6(2), 24–35. <https://doi.org/10.35891/amb.v6i2.2526>
- Diana, E., & Sholehah, S. W. (2022). PARENTING SELF-EFFICACY BASED ON STIFIN AS INTELLEGENCE MECHINE OF LEARNING. *PEDAGOGIK: Jurnal Pendidikan*, 9(1), 82–96. <https://doi.org/10.33650/pjp.v9i1.3446>
- Gemnafle, M., & Batlolona, J. R. (2021). Manajemen Pembelajaran. *JURNAL PENDIDIKAN PROFESI GURU INDONESIA (JPPGI)*, 1(1), 28–42. <https://doi.org/10.30598/jppgivol1issue1page28-42>
- Ghazali, I., Purwati, R., & Bakar, B. A. (2016). *Ringkasan Ihya' Ulumuddin* (cet-4). Sinar Baru Algesindo.
- Harun, Z. C. (2015). MANAJEMEN PENDIDIKAN KARAKTER. *Jurnal Pendidikan Karakter*, 4(3). <https://doi.org/10.21831/jpk.v0i3.2752>
- Insani, G. N., Dewi, D., & Furnamasari, Y. F. (2021). Integrasi Pendidikan Karakter dalam Pembelajaran Pendidikan Kewarganegaraan untuk Mengembangkan Karakter Siswa Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 5(3), 8153–8160. <https://jptam.org/index.php/jptam/article/view/2313>
- Isnaini, R. L. (2018). Penguatan Pendidikan Karakter Siswa Melalui Manajemen Bimbingan dan Konseling Islam. *MANAGERIA: Jurnal Manajemen Pendidikan Islam*, 1(1), 35–52. <https://doi.org/10.14421/manageria.2016.11-03>
- Jannah, N., & Umam, K. (2021). Peran Orang Tua dalam Pendidikan Karakter Berbasis Keluarga di Masa Pandemi Covid-19. *FALASIFA : Jurnal Studi Keislaman*, 12(1), 95–115. <https://doi.org/10.36835/falasila.v12i1.460>
- Jela, K., Kerawing, O. Y., Pai, I., & Margareta, M. (2022). Implementasi Penguatan Pendidikan Karakter Berbasis Asrama Bagi Mahasiswa Calon Guru. *EDUKATIF :*

- JURNAL ILMU PENDIDIKAN*, 4(2), 1929–1937.
<https://doi.org/10.31004/edukatif.v4i2.2402>
- Koowuttayakorn, S. (2018). An Investigation of Instagram's Metonymy: A Multimodal Social Semiotic Approach. *LEARN Journal : Language Education and Acquisition Research Network Journal*, 11(1), 140–149. <https://so04.tci-thaijo.org/index.php/LEARN/article/view/135878>
- Lailiyah, A. M., Fajarani, R., & Mubiina, F. (2021). Konsep Kepemimpinan dalam Menciptakan Manajemen Pendidikan Islam yang Baik. *Jurnal Pendidikan Indonesia*, 2(7), 1157–1168. <https://doi.org/10.36418/japendi.v2i7.227>
- Lickona, T., S, L., & Zakkie, I. M. (2018). *Pendidikan Karakter Panduan Mendidik Siswa Menjadi Pintar Dan Baik* (cetakan IV). Nusa Media.
- Muali, C., Rofiki, M., Baharun, H., Zamroni, Z., & Sholeh, L. (2021). The Role of Sufistic-Based Kiai Leadership in Developing the Character of Santri in the Pesantren. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 1705–1714. <https://doi.org/10.35445/alishlah.v13i3.1012>
- Nawawi, M. (2010). *Terjemah Maroqil Ubuddiyah Fi Syarhil Bidayatul Hidayah*. Mutiara Ilmu.
- Oktavian, I. R., & Hasanah, E. (2021). Implementasi Manajemen Pendidikan Karakter. *JURNAL INOVASI DAN MANAJEMEN PENDIDIKAN*, 1(1), 1. <https://doi.org/10.12928/jimp.v1i1.4212>
- Rahman, T., & Wassalwa, S. M. M. (2019). Implementasi Manajemen Pendidikan Karakter dalam Pembinaan Akhlak Peserta Didik. *Jurnal Pendidikan Islam Indonesia*, 4(1), 1–14. <https://doi.org/10.35316/jpii.v4i1.175>
- Rofiki, M., Diana, E., & Amin, M. F. (2022). Assertive Behavior of School Principals in Creating Excellent School. *Jurnal Basicedu*, 6(3), 4025–4034. <https://doi.org/10.31004/basicedu.v6i3.2788>
- Utami, S. W. (2019). Penerapan Pendidikan Karakter Melalui Kegiatan Kedisiplinan Siswa. *Jurnal Pendidikan (Teori Dan Praktik)*, 4(1), 63. <https://doi.org/10.26740/jp.v4n1.p63-66>

Strengthening Student Character Education Through Learning Management

ORIGINALITY REPORT

6%

SIMILARITY INDEX

4%

INTERNET SOURCES

4%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

1	Heppi Sasmita, Neviyarni Neviyarni, Riska Ahmad, Yarmis Syukur. "MANAGEMENT GUIDANCE AND COUNSELING IN SCHOOL", Pamomong: Journal of Islamic Educational Counseling, 2021 Publication	1%
2	www.bircu-journal.com Internet Source	1%
3	journal.bungabangsacirebon.ac.id Internet Source	1%
4	journal.ugm.ac.id Internet Source	1%
5	download.atlantis-press.com Internet Source	<1%
6	jsss.co.id Internet Source	<1%
7	Submitted to Universitas Negeri Jakarta Student Paper	<1%

8	e-journal.upr.ac.id Internet Source	<1 %
9	journals.scholarpublishing.org Internet Source	<1 %
10	Anis Syamsu Rizal, Nurjaya Nurjaya. "Effects of Principal Skills, Work Culture, Learning Facilities on Primary School Teacher Performance", Tarbawi: Jurnal Keilmuan Manajemen Pendidikan, 2020 Publication	<1 %
11	journal2.um.ac.id Internet Source	<1 %
12	journalppw.com Internet Source	<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography On