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Implementation of Character Education Management In Developing Interests, Attitudes And Positive Student Behavior

Ulvi¹, Damrah Khoir², Dewi Yanti³

¹⁻³An Nur Islamic University Lampung, Indonesia

E-mail: Ulviuzu94@gmail.com

Abstract:

Education management plays an important role in determining the direction of development of a nation. To achieve this, character education must be implemented in every world of a child's life, from the family to the school system. Cooperation between character education and educational curricula is needed to ensure that all children develop positive attitudes and behaviors. Therefore, this study aims to describe and understand education management in developing students' interests, attitudes and positive behavior at MA Darussalam Bumi Agung. This qualitative research method uses three different data collection techniques to obtain a more complete picture of the situation. The research location is in the Tanjung Sari sub-district, Natar sub-district, South Lampung. The results showed that the implementation of character education management in developing students' interests, attitudes and positive behavior was based on planning objectively with clear and specific goals, having regular education programs, developing activities in the form of intra-curricular, extracurricular, guidance and counseling program activities with the aim of as the formation of student character education, improving student skills in humanizing practices and other skills. Determination of character education management in developing students' interests, attitudes and positive behavior in the form of long-term and short-term programs carried out by example, direction, assignments, habituation, and the creation of an environment. This affects the character of students in the form of leadership, discipline, trustworthiness, sincerity and decency. These conditions support the creation of an environment that is a healthy and conducive learning environment, everything that is heard, seen and suggested by students is an element of education.

Keywords: Character Education, Interest, Attitude, Positive Behavior

INTRODUCTION

The success of a nation in achieving its national goals is not only determined by the availability of natural resources, but also by the strong will of the people. To achieve success, a nation must have the resources to realize its goals, as well as the will to achieve them (Sampurno and Wibowo 2015). One possible interpretation of this is that a rich country will have highly moral citizens. This can be interpreted that human character is deep human, and that every idea and action will provide

benefits and value to the surrounding environment. Conversely, attitudes and actions that characterize humans negatively will often bring harm to the surface of the world(Mulyasa 2022).

If the people in a nation have bad character, then the nation itself will also have bad character. There are various signs of human behavior that lead to the collapse of the nation, such as persecution with increasing levels of violence among Ghadhab students, i.e. rapid anger or anger that has a negative connotation and is excessive(Mukti, Sapriati, and Soekisno 2022). In order to alleviate the eternal suffering of the Indonesian people during the previous few years, what is needed is an action or concrete action. it is time for countries that are increasingly limited, other countries, even neighboring countries that used to be Indonesian students to leave Indonesia in all areas of life. The image of the Indonesian nation is still very bad, with the country's nicknames 'coolie nation', 'the most corrupt nation in the world', 'undisciplined', 'hypocritical', 'careless' and 'dirty'. In addition, Indonesia is home to many terrorist clans, further damaging its reputation(Djunaidi 2017). This was coupled with a worsening condition.

Consideration in light of the fact that this is really only a salient fraction of the problems facing the Indonesian nation. The implementation of education in the context of developing student character education is carried out in a flexible manner, taking into account ongoing learning activities, the depth and rhythm of learning, as well as the guidance of coaches who are experts in their respective fields. Teachers can play a role in efforts to complete the learning program. For the sake of teaching civilized humanity, namely human beings are one people who must be able to live together in sincere devotion in order to carry out their duties to advance the caliphate on earth(Gaol and Siburian 2018).The multidimensional crisis facing the Indonesian nation has had a major impact on many aspects of people's lives, including their morality. This is evidenced by stories about brawls between students, drug cases that are often seen on television, and the increasing number of children who no longer have good morals towards their parents. Worse, there are children who dare to kill their own parents(Lolita 2022). If education does not get the attention it needs, it is very likely that the Indonesian nation will not be able to rise. One of the most important aspects of education is boosting morale, and if this doesn't countright, then the country may not be able to achieve its goals. Education must focus on humanizing humans, and if these aspects are not managed effectively, the country's progress can be hampered. There are many aspects of education that need attention, including the management of students, educators, educational tools, educational materials, and the time of learning activities and the location where learning takes place. If this is not managed properly, the Indonesian nation will experience difficulties(Citra, Acepudin, and Saputra 2022).

Indonesian National Education System Law No. 20 of 2003 mandates "National education functions to develop capabilities and shape dignified national character and civilization in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and become a democratic and responsible citizen" (Khoironi and Hamid 2020). We can understand that schools in Indonesia must provide the widest possible educational opportunities to their students. These opportunities should be designed to meet the needs of all Indonesian students, regardless of their social, economic or religious background. The law also mandates that the Indonesian government organize and supervise the National Education System which is obliged to provide basic education for all Indonesian citizens.

Indonesian National Education System Law No. 20 of 2003 also stipulates that the curriculum must be based on the principles of humanism, namely the belief that humans are the most important element in nature and their welfare is the most important goal of all social institutions. The law prohibits the use of religious dogma in teaching Indonesian students. Indonesian National Education System Law No. 20 of 2003 also requires schools in Indonesia to equip their students with basic education that enables them to fully participate in society and respond to the challenges of the 21st century. (Suhardi, Basem, and Supardi 2022).

Based on this description, the authors conclude that the education system run by the government has not met the expectations set out in the National Education System Law No. 20 of 2003 Article 3. They argue that an alternative educational model called "Character Education" is more effective in meeting these expectations. Character education is an effort to help children develop strong moral values and instill them in everyday life so that they can make a positive contribution to society. In terms of inculcating children's character values, these ideals are universal and can be found in every tradition, religion and society. Certain things maintain a high standard, which will then be translated into the curriculum and activities of the children in the school (Murtafiah 2022). Therefore, the efforts of school management in developing students' interest in positive behavior through character education are very urgent to be implemented immediately in schools as the second home after the family (the first and foremost institution in the formation of children's character).

RESEARCH METHODS

This research is a descriptive research that is research conducted to provide an overview of an event that occurred. (Suryabrata 2016). Where the research was conducted at Al-Hikmah Vocational High School. Data collection techniques used are interview techniques, observation,

documentation(Sugiyono 2013).Data analysis is qualitative data analysis, namely an analysis based on the data obtained, then a certain relationship pattern is developed. The data analysis technique used in this study is interactive analysis. This model has 4 components of analysis, namely: data collection, data reduction, data presentation, and drawing conclusions. According to Moleong, "Data analysis is the process of organizing and sorting data into patterns, categories, and basic descriptive units so that themes and places can be found and working hypotheses are formulated as suggested by the data.(Tersana 2018). In order to determine the validity (trust worthiness) of the data, inspection techniques are needed. Miles, Matthew B and A. Michael Huberman. Triangulation is the most commonly used method of guaranteeing the validity of data in qualitative research. Triangulation is a technique for checking the validity of data by utilizing something other than the data for the purposes of checking data or as a comparison of the data.(Milles and Huberman 1992).

RESULTS AND DISCUSSION

Implementation of Character Education Management in Developing Interests, Positive Attitudes and Behaviors of Students.

The findings collected during the research process are described in the main study focus, namely the process of implementing character education carried out by schools as a strategy to develop positive interests, attitudes and behaviors. Students at MA Darussalam Bumi Agung included participants in this study:

1. Teacher performance in preparing learning programs

The teacher's ability to make decisions quickly and decisively determines the implementation of the school character education curriculum, including the implementation of Islamic religious education. Several competencies are required for all educators in this field, including teachers of Islamic religious education. Among them is the ability to understand and appreciate the importance of character education, be able to plan and carry out appropriate educational activities, and foster a positive attitude among students. A teacher's ability to prepare lesson plans is an important part of his ability to successfully carry out learning activities. This capability allows teachers to create a foundation on which they can build learning activities, which in turn helps ensure the effectiveness of these activities.

As the top learning leader in the class, teachers always have access to detailed information about the curriculum used. This curriculum emphasizes students' active involvement with the material, in order to achieve the competencies set out in the lesson plans. Character education is a key component of this curriculum, and is emphasized throughout the school year(Abi Hamid et al. 2020). Assessment ability. The purpose of teaching is to determine the learning outcomes achieved by students

individually in each learning activity. For this reason, the teacher must carry out an evaluation to find out the completeness of the material presented. Educational evaluation is an important tool in assessing the development of students' intelligence. The explanation above explains that the purpose of carrying out evaluations for each type is to determine the child's ability to absorb the lessons given by the teacher. As a result, it will be easier for educators to take corrective action. The five types of evaluation are as follows: 1) Daily assessment. The teacher does this so that students have a complete understanding of the material being taught, which may include topics related to character education. 2) Summative assessment is something that is done in the middle of the semester and implemented by the school. But the implementation is left to each teacher concerned. In addition, character education is included in the administration of this semester's exams. 3) semester assessment, conducted in odd and even semesters. The aim of this exercise is to ascertain whether the student in question is attending class or not. 4) Final school exams are an important part of the educational evaluation process conducted by schools. They are used to determine whether a student is eligible to graduate from that school or not. Character education taught in schools is as important as other subjects and will have a direct impact on how successful a student is in completing his education. 5) Evaluation of religious practices. It is held at the end of each semester with the aim of knowing students' perspectives in understanding and practicing religious (Islamic) values in everyday life. Every student is required to participate in this evaluation of religious practices as a subject. This means that even though students have taken a series of evaluations in theory, they will not get a perfect score if they have not taken a test on religious practices, such as the practice of ablution, prayer practice, and other practices. additional forms of religious practice. Every student is required to participate in this evaluation of religious practices as a subject. This means that even though students have taken a series of evaluations in theory, they will not get a perfect score if they have not taken a test on religious practices, such as the practice of ablution, prayer practice, and other practices. additional forms of religious practice. Every student is required to participate in this evaluation of religious practices as a subject. This means that even though students have taken a series of evaluations in theory, they will not get a perfect score if they have not taken a test on religious practices, such as the practice of ablution, prayer practice, and other practices. additional forms of religious practice.

2. Teacher performance in implementing character education.

The Education Unit Level Curriculum of each school provides great flexibility, while still emphasizing the moral and mental development of children. The contents of character education such as religious values, responsibility, discipline, and so on are taken from lessons in the

curriculum. The implementation of character education must be carried out in accordance with the specific lessons that have been determined. The teacher's attitude in carrying out character education can be characterized by his position, the nature of the teacher, and the role of the teacher. Specifically the attitude of the teacher can be described as being in charge of carrying out character education, having properties that support character education, and playing a supporting role in character education. Teachers can be seen as individual human beings and social beings, and they are also God's creatures. Because the teacher is a creature of God, they need to have a strong foundation of faith in order to carry out their duties effectively. This belief will become the basis for the vertical rituals performed by the teacher to God Almighty. Teachers have a responsibility towards society because they are social beings. Teachers need to be aware of their responsibilities as citizens, members of their families, members of their schools, and members of their communities, and they must do their best to live up to these commitments. The instructor, as a unique and independent being, bears the burden of improving the quality of his own existence. This is achieved by accumulating more and more knowledge all the time. This belief will become the basis for the vertical rituals performed by the teacher to God Almighty. Teachers have a responsibility towards society because they are social beings. Teachers need to be aware of their responsibilities as citizens, members of their families, members of their schools, and members of their communities, and they must do their best to live up to these commitments. The instructor, as a unique and independent being, bears the burden of improving the quality of his own existence. This is achieved by accumulating more and more knowledge all the time. This belief will become the basis for the vertical rituals performed by the teacher to God Almighty. Teachers have a responsibility towards society because they are social beings. Teachers need to be aware of their responsibilities as citizens, members of their families, members of their schools, and members of their communities, and they must do their best to live up to these commitments. The instructor, as a unique and independent being, bears the burden of improving the quality of his own existence. This is achieved by accumulating more and more knowledge all the time. and members of their community, and they must do their best to fulfill those commitments. The instructor, as a unique and independent being, bears the burden of improving the quality of his own existence. This is achieved by accumulating more and more knowledge all the time. and members of their community, and they must do their best to fulfill those commitments. The instructor, as a unique and independent being, bears the burden of improving the quality of his own existence. This is achieved by accumulating more and more knowledge all the time.

The Prophet Muhammad is an excellent example of many qualities, including compassion, patience, intelligence, humility, wisdom, forgiveness of others, a strong personality, and belief in a mission at hand.

In terms of the qualities of a good teacher, it is clear that they must enjoy reading, have patience, be responsible, and not give up easily. Patience is an attitude that must be possessed by a competent educator. This is very important because an impatient teacher will become easily agitated, which will have a negative impact on students' ability to learn in class. The second quality of a good teacher is the fact that they are responsible individuals. In order to mold his students into good human beings, he needs to have sharp insights. Another trait that needs to be possessed to become an ideal educator is patience. This responsible tendency must exist in the teacher, because this will encourage the teacher to think constructively about his students on a regular basis. Because of these qualities, educators will experience a greater sense of responsibility for the material they choose. The third quality is the inability to give up or give up. Since possessing this trait reawakens a teacher's excitement and causes it to become more intense, being a teacher depends on possessing it. This makes it a very important trait. Students who have this quality will have the drive to study without giving up easily. This is due to the fact that the teacher serves as a motivation for each student. The teacher must also be a model for the students he teaches. Therefore, if we as teachers model behaviors such as being lazy, irresponsible, and so on to our students, this will have an impact on their critical thinking skills and their desire to learn. The final characteristic is the inherent quality of reading. A teacher who reads literature would not be closed off, narrow-minded, or stupid and would be more like a frog shedding its shell.

The teacher's responsibility is to nurture and encourage students, to be aware of each other's strengths and weaknesses, and to provide a model of moral values that students can emulate. They should also be readily available to provide explanations of ethical concepts. Therefore, the task of the teacher can also be referred to as the upbringing and education of children. The teacher as the person in charge of disciplining children is responsible for controlling every activity carried out by children. This is done so that the child's behavior level does not deviate from the standards that have been set. The ideal new teacher is someone who is both educator and mentor. This is possible when supervisors have the right resources and a consistent approach to advancing education.

Obstacles in Developing Students' Positive Interests, Attitudes and Behaviors

1. Low school interest

Public awareness of Islamic education institutions is still low, indicating that some people still view school education as a second-class option. This is evidenced by the absence of new student registration at the beginning of each school year. There are several factors causing the low interest in education among Muslims, including personal factors (such as awareness of Islamic educational institutions), economic factors, socio-

cultural factors, and school location. Lack of community motivation will directly affect the progress of an Islamic educational institution. Community participation is an important factor in its success. The role of society and motivation is the most important basic foundation in learning.

2. Lack of learning resources

It is important that the material used to teach students in this school is not only fixated on cognitive material, such as students' interests, attitudes and behaviors that students must practice. Character education materials and teaching aids related to aspects of the affective and psychomotor domains are also needed, such as religious teaching materials and books on character development. Actually the main focus of learning character education in this school is to deepen cognitive understanding, but this is just the beginning. The focus of deepening this aspect is also understanding, living and practicing in everyday life. (Warisno and Hidayah 2021).

3. Low learning motivation of students

In connection with the obligation to study, it is important to emphasize the emotional aspect of sharing, story, motivation about the importance of education, such as the persistence of scholars in studying in order to achieve the degree of scholars as heirs of knowledge. The prophets, or stories success countries small such as Singapore and Japan, which are successful and advanced thanks to the persistence of their citizens in learning and seeking knowledge. MA Darussalam Bumi Agung students still have a low level of participation in their education, this is evidenced by the following:

- a. There are always some students who are late and are not ready to bring their lessons complete when they come to class.
- b. Only some students take advantage of the unstructured time available in the library to read and study lessons related to Islamic stories and other topics.

4. Lack of religious facilities

We need a forum, as well as facilities and infrastructure, which can provide ease of use and assistance in managing education so that it is more systematic, integrated and comprehensive so that we can carry out the educational process. At MA Darussalam Bumi Agung, the facilities for worship are still minimal, or it can be said that the existing facilities are still relatively limited. For example, there is no permanent prayer room for students to use when praying; there is no Arabic language laboratory assistant that students can use when they practice reading the Qur'an; available software is very limited; there are only a few mukenas; etc. The standard of educational infrastructure is one example of an educational standard that fulfills the requirements for an ideal educational concept that needs to be achieved. The idea of fulfilling educational infrastructure has now been spelled out and set forth legally and formally in the corridors of regulation. This is a process of teaching-learning interaction

that is not limited in terms of both space and time.

Efforts made in Overcoming Obstacles to Development of Student Interests, Attitudes, and Positive Behaviors

There are several important things that need to be done to help students overcome barriers. This includes developing policies and procedures that help students succeed, providing support and resources to students, and creating an environment that is conducive to learning:

1. Intensifying the discipline of the school community

Discipline is a way of conforming to the standards and values that are important to us. It can be a way of dealing with ourselves, or others who need help. Discipline can be a substitute for punishment, or an instrument of punishment if possible. Everyone in the school is subject to discipline, whether as a student, teacher, administrator or other official. Disciplinary action is designed to instill values and help subjects comply with rules. Conditions that support the success of achieving a goal and improving the quality of education are important factors. Skills with all the authority, then these competencies must be demonstrated by the stakeholders in order to achieve the expected goals. Because teaching is a professional job, then teacher competence is needed in the teaching and learning process. The low ability of teachers to package and carry out the teaching and learning process is the cause of the low quality of the learning process in schools (Hasan and Anita 2022)

2. Seek learning facilities and infrastructure

To help support a learning process, learning facilities and infrastructure can be one of the support systems. To overcome the lack of facilities and infrastructure at MA Darussalam Bumi Agung, the school has made various efforts including:

- a. Strive to add inadequate facilities and infrastructure, such as the use of empty space for worship.
- b. Completing the software in stages, including information technology equipment
- c. Addition of additional reading material through the BOS program

To overcome the shortage of teaching facilities and infrastructure at MA Darussalam Bumi Agung, the school community, including residents of MA Darussalam Bumi Agung, must jointly implement the solution. This will allow students to learn from their mistakes and improve/improve their ability to respond to future problems.

3. Arouse student interest with various methods

The method used to arouse students' interest at MA Darussalam Bumi Agung aims to make the class atmosphere more enjoyable, bright and exciting. Some of the methods used include:

- a. provide interesting and interesting material,
- b. organize class discussions and activities relevant to the Koran, and provide opportunities for students to share their insights and

experiences.

- a. Growing motivation with the existence of punishment and reward
- b. Generating motivation by learning from the success of others, we can become more confident and successful. There are many successful people out there who can inspire us. success stories of ambitions, friends, and leaders.
- c. To stay motivated by observing the important events that occur in life.

Several methods can excite a child's senses and help him focus on something important (studying).

4. Striving for the Development of spaces for Religious Practices

In the development effort for religious practices MA Darussalam Bumi Agung are grouped into the following categories:

- a. Educational facilities are an important part of any school system and should be upgraded as necessary to ensure that students have the best possible learning experience. To persuade school boards to invest in new school equipment or facilities, a persuasive approach is needed. Education infrastructure equipment, namely basic equipment that indirectly supports the education process, for example building locations, fields and others are sought through the APBN and APBD budgets.
- b. The success of education depends on the role of schools, society and government. The ultimate goal is to create a human being with knowledge and character who is not easily uprooted from the original Indonesian culture. These people must embody nationalism and not have religious (religious) content. (Barmawi, 2011: 29).

CONCLUSION

The implementation of character education management in developing students' interests, attitudes, and positive behavior at MA Darussalam Bumi Agung is supported by teacher abilities, such as competence in preparing lesson plans, competence in explaining the curriculum, and competence in conducting evaluations, according to the description of the discussion. Constraints in developing the interests, attitudes and positive behavior of students at MTs Al Hikmah relative to other schools, school interest is low. Society is still not aware of the existence of educational institutions with Islamic nuances. Lack of educational resources Teaching materials related to aspects of the affective domain such as religious teaching materials are still lacking; supporting books owned by students in teaching and learning activities are still few; and the low learning motivation of MA Darussalam Bumi Agung students in participating in learning is still not active as evidenced by students who are late, or learning equipment that is not in good condition, and have not used free time in the library. Students at MTs Al Hikmah try to overcome obstacles to the development of constructive interests, attitudes and

behaviors by increasing the discipline of madrasa residents. Discipline is a factor that also determines the success of improving the quality of education, acquiring learning facilities, and building facilities and infrastructure. Utilization of free space for religious rituals, iterative software development, and addition of books supported by BOS. Utilize a variety of techniques to arouse student curiosity.

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