

Character Education Management to Improve Students' Good Morals at Madrasah Tsanawiyah in Bekasi City

Narwi Subandi^A, Tutty R. Rossa^B, Waska Warta^C, Ida Tejawiani^D

Abstract

The Administration of Learning Characteristics The development of students' moral character is an essential component of the educational process that ought to be fully integrated in order to assist teaching teachers in accomplishing their objectives of producing graduates of a high standard. The purpose of this research study is to provide an outline of the ways in which character education management can assist in the development of morals in children that are high. Through an examination of planning, organization, implementation, assessment, challenges, and solutions, as well as the efforts of educational institutions in MTs to improve education, the objective was to assist in the improvement of the quality of graduates from MTs. Both descriptive and qualitative research methods were utilized in this study. Implementation methods included things like interviews, observations, and documentation pertaining to the research field. MTs Negeri 3 and MTs Annida Al Islamy Bekasi City were the locations where the research was conducted. According to the findings of the study, various individuals had varying interpretations of the significance of the findings and the ways in which they may be used. For example, MTs Negeri 3 Bekasi City believed that process activities in habituation activities, which included meticulous planning and clear and quantifiable instruments, were superior than a character education process for the purpose of enhancing the quality of graduates in accordance with eight national education standards. On the other hand, MTs Annida Al Islamy, which is a residential school that adheres to Islamic principles, utilized instructional activities. Several items, including some significant distinctions, have been discovered as a result of this research. as compared to these two MTs. In order to ensure that children develop positive character traits, MTs Negeri 3 Bekasi City performs an excellent job of utilizing the management concept of character education in order to plan, organize, administer, monitor, and evaluate character education. The head of the madrasah and the teachers at the MTs Annida Al Islami school are both great at leading the class in character instruction, which is one of the reasons why the school is so effective at teaching character.

Keywords: *Character Education Management, Good Morals.*

^AUniversitas Islam Nusantara, Bandung, Indonesia, Email: narwisubandi@uninus.ac.id

^BUniversitas Islam Nusantara, Bandung, Indonesia, Email: ade_tutty_r_rossa@uninus.ac.id

^CUniversitas Islam Nusantara, Bandung, Indonesia, Email: waskawarta@uninus.ac.id

^DUniversitas Islam Nusantara, Bandung, Indonesia, Email: ida.tejawiani@uninus.ac.id

INTRODUCTION

Education is a very important part of how people grow and change. People hope that the learning process will produce a skilled and knowledgeable generation for the country in the future. Tanis (2013) talks about how important it is to be able to adapt and fit in with the needs and challenges of being a sovereign country and state. The research results that Suwuh et al. (2017) found show that the government cares a lot about the education industry. School is an important part of society. Improving the quality of human capital and working toward the goals of the Indonesian country have been named as important goals (Mualim & Saputra, 2021; Zulhendri & Warmansyah, 2020).

The writing makes it clear that the characters don't grow or change. The importance of human life as studied by Utami One is the subject of the conversation. Education is one of the most important things that shapes a person's character. Character instruction is an important part of building and maintaining morals. Education is more than just giving people information; its main goal is to build character and identity, which leads to better behavior in everyday life (Sajadi, 2019). According to Utami's (2019) study, character education is very important for teaching people how to behave properly and getting along with others in societal, national, and governmental settings.

Schools' main job is to teach good character, which is a very important skill to build in the madrasa or school area (Nurdin, 2019). In his speech, Thomas Lickona said that schools that don't focus on character education are letting bad habits spread into society. These bad habits include breaking morals, having morals that can't be explained, and having bad ethics.

Universally, the goal of implementing education in Indonesia can be said to still be insufficient (Kaimuddin: 2014). This causes the quality of the alumni's character to not fully reach the predetermined targets. Currently, graduates are more inclined towards instant, worldly things, prioritizing material things, luxury, thinking rationally, healthy bodies, and high knowledge, but have deficiencies in terms of emotional management (Meriza:2018).

School success should not be measured by high academic scores alone. Another factor that is no less important is the good character of a student. However, in the world of education there are still political factors that must be met, as well as from an economic perspective, efforts to achieve this mean that character formation in the school environment is put aside.

Indonesian native knowledge has been declining for a long time, according to many. School conflicts are rising. In addition, character education may not be implemented enough. Because of this, many schools need to strengthen character education to be effective. Two things caused this. Currently, education improvement strategies focus on what is being put in. This suggests that

educators still feel that good input produces good students. Second, education still takes a broad approach and awaits central judgments. This prevents many local schools from implementing their decisions. Weak mental growth is causing several challenges in the Unitary State of Indonesia. Thus, school-based character-building activities should not be overlooked. This can compel people to live with growth issues.

The government has recently carried out the implementation of character building at all levels of education to the maximum extent possible. From the perspective of the ancients, character education was a structured effort to achieve good character with basic planning for everyone.

Character building is the main job of schools because it is something that needs to be done in every madrasa or school. In his speech, Thomas Lickona said that schools that don't focus on character education are letting bad habits spread into society. These bad habits include breaking morals, having morals that can't be explained, and having bad ethics.

It can be said that the goal of implementing education in Indonesia is still not enough for everyone. This means that the alumni's character doesn't quite meet the goals that were set. Graduates today are more interested in instant, worldly things. They value material things, luxury, rational thought, healthy bodies, and a lot of information, but they aren't very good at managing their emotions.

School success should not be measured by high academic scores alone. Another factor that is no less important is the good character of a student. However, in the world of education there are still political factors that must be met, as well as from an economic perspective, efforts to achieve this mean that character formation in the school environment is put aside. It is felt that currently Indonesian local wisdom is in a worrying condition and has been character building for a long time. The increasing problem of fighting in the educational environment

In addition, character education may not be implemented enough. Because of this, many schools need to strengthen character education to be effective. Two things caused this. Currently, education improvement strategies focus on what is being put in. This suggests that educators still feel that good input produces good students. Second, education still takes a broad approach and awaits central judgments. This prevents many local schools from implementing their decisions. Weak mental growth is causing several challenges in the Unitary State of Indonesia. Thus, school-based character-building activities should not be overlooked. This can compel people to live with growth issues.

The government has recently carried out the implementation of character building at all levels of education to the maximum extent possible. From the perspective of the ancients, character

education was a structured effort to achieve good character with basic planning for everyone.

Education is a valuable and indispensable resource for the Indonesian nation, facilitating the transition of individuals from a state of helplessness to one of efficacy. The primary objective of education is to cultivate and develop highly skilled individuals who possess the capabilities to make meaningful contributions to the advancement of Indonesia as a respected and esteemed nation. This aligns with Kompri's perspective as expressed in the education management literature, wherein it is posited that education serves as a means to guide individuals towards an improved existence, taking into account the level of humaneness required to attain their own aspirations.

Character education is critical to educate the next generation with key skills that will help them become lifelong learners and succeed in the global information age. Character education also fosters positive and active participation in many roles, including individual, family, citizen, and global citizen. Therefore, intentional actions to improve educational effectiveness and cultural climate are needed.

The implementation of educational management is necessary within the realm of education in order to effectively attain the objectives of the educational system. Management is a systematic procedure including the formulation of plans and the exercise of control over resources in order to achieve optimal outcomes. The ultimate objective in the realm of education pertains to the pursuit of knowledge and learning. The field of management will play a pivotal role in shaping the educational landscape to enhance its focus and hence improve outcomes.

The researcher stated, within the context of the research challenge: This study examines how management functions planning, organizing, implementing, overseeing, problem-solving, and solution-finding impact character education. The purpose is to promote Akhlakul Karimah (noble character) in Bekasi City Madrasah Tsanawiyah students. The case study focuses on Bekasi City's MTs Negeri 3 and Annida Al Islamy.

METHOD

This qualitative study uses a problem-oriented research strategy and a multi-case design. The data matches Denzin and Lincoln's approach, which stresses acquiring information in natural settings without middlemen. The researcher wants to explain and analyze character education management to improve graduates at MTs Negeri 1 and MTs Annida Al Islamy in Bekasi City. Research covers all key factors to avoid missing anything important. This study generated an inductive hypothesis and used it to draw significant conclusions, which were integrated into official research results. This study uses qualitative methodologies. Interviews, research site notes, individual files, essays, and other official papers

were used to present the material non-numerically (Creswell, 2016). Qualitative approaches help researchers comprehend problems, occurrences, events, and research objects. A complete understanding of the phenomenon can yield fresh insights.

RESULTS AND DISCUSSION

Planning

This project aims to help MTs Negeri 3 Bekasi City students develop morally by creating a character education management plan. According to an interview with Mr. Dr. H. Buchori, M.Pd.I., the Head of Madrasah MTs Negeri 3 Bekasi City, this study focuses on character education management to promote ethical and moral values in MTs Negeri 3 students. The Principal collaborated with the Madrasah Internal Quality Assurance Team to implement this endeavor at the start of the new school year. This formulation was created to achieve the Madrasah's goals and objectives: The Deputy Principal for Curriculum of MTs Negeri 3 Bekasi City, Mr. Kusnadi, S.P.D., was interviewed for this study. The interview was performed to learn about character education management approaches to improve MTs Negeri 3 Bekasi City students' morals and ethics.

The institution located in MTs Negeri 3 in Bekasi City. Indeed, MTs Negeri 3 Bekasi City's attempts to meet National Education Standards (SNP) support the vision and goal. This Single National Curriculum (SNP) follows Government Regulation No. 32 of 2013, which governs National Education Standards. Eight national requirements must be satisfied for secondary education success. These standards cover content, procedure, graduate competency, teacher and education staff, funding, infrastructure, management, and education assessment.

An interview with Mrs. Lina Marlina, S.Pd., the Deputy Principal for Student Affairs at MTs Negeri 3 Bekasi City, found that the school's formulation involves ensuring that students' activities align with its vision and mission. This alignment is needed to highlight academic and non-academic successes that connect with the school's vision, objective, and National Education Standards.

Policy

Based on interviews with Mrs. Drs. Aan Riziani, M.P.D., the Head of the Education Quality Assurance Team at MTs Negeri 3 Bekasi City, this study analyzes character education management evaluation results. This analysis aims to improve MTs Negeri 3, Bekasi City students' moral and ethical growth. The research also analyzes the Internal Quality Assurance Management of State High Schools' evaluations to improve MTs Negeri 3 Bekasi graduates' quality and competitiveness. The principal will receive this report to use as a basis for developing strategic strategies to improve MTs Negeri 3 Bekasi City graduates and accreditation results in the coming year. The findings from this study will be used to improve instructors, staff, and students' abilities, improving the academic performance of MTs Negeri 3 Bekasi

City graduates.

After interviewing one of the teachers at MTs Negeri 3 Bekasi City, Mrs. Dian Widyasari, S.Hum., about the analysis of evaluation results from character education management to improve students' morals and morals, I used the assessment analysis results to improve my teaching. In relation to the follow-up element of character development, the present study draws upon interviews conducted with Dr. H. Buchori, M.Pd.I., the principal of MTs Negeri 3 Bekasi City.

This study examines how education management improves moral and character development at MTs Negeri 3 in Bekasi City. According to the SPMI evaluation, each examined standard must be able to conceptualize program planning and create activity plans that increase its worth. All programs must follow the PDCA principle: planning, executing, evaluating, and correcting.

An interview with Mr. Kusnadi, S.Pd., the Deputy Principal for Curriculum at MTs Negeri 3 Bekasi City, revealed the subsequent steps taken in response to the Evaluation of Character Education Management. MTs Negeri 3 pupils in Bekasi City will be evaluated to improve their morality. Currently, the evaluation's findings on the school's internal quality assurance management are the main focus. Plans call for designing the next program based on the evaluation results.

According to the findings of an interview that was carried out with Mrs. Lina Marlina, S.P.D., who is the Deputy Principal for Student Affairs at MTs Negeri 3 Bekasi City, the primary topic of discussion was the subsequent actions that were taken to improve the students' moral and ethical development at the institution that was mentioned earlier. On the basis of the findings of the school's internal quality management evaluation, it was discovered that the student program in issue still has a number of shortcomings that require an immediate correction.

Organizing

This debate concerns the activities done after the Evaluation of Character Education Management, according to an interview with Mr. Kusnadi, S.Pd., the Deputy Principal for Curriculum at MTs Negeri 3 Bekasi City. MTs Negeri 3, Bekasi City pupils' ethical and moral growth is the goal of this evaluation. The evaluation results for the school's internal quality assurance management are the emphasis. Based on the evaluation results, the new programme will be designed.

In an interview with Mrs. Lina Marlina, S.P.D., the Deputy Principal for Student Affairs at MTs Negeri 3 Bekasi City, the topic was how the school improved students' moral and ethical development. Based on the school's internal quality management evaluation, the student programme has various issues that need fixing.

According to Stoner (2016: 11), the concept of organizing pertains to the systematic arrangement and distribution of tasks, authority, and resources inside an organization, with the aim of facilitating the attainment of organizational objectives. It can be argued that organizing entails the systematic allocation of work into smaller, manageable tasks, which are subsequently assigned to individuals based on their respective capabilities.

There are six organizing methods suggested by Terry (2020: 432) when managers find their members are not or are less competent in their positions, namely:

1. Counseling (mentoring). In this case, managers can communicate with members who are considered incompetent and provide input to improve competency.
2. Transfer the executive who is incompetent (either by rotation or transfer). Managers are able to rotate members who are deemed inept in their profession with other members through the use of this strategy.
3. Shoring-up (support) the work. The members who are less competent can be provided with support to cover their weaknesses through the use of this method. The hope is that in the future, these members will acquire knowledge from their assistants, which will result in an increase in their level of competence.
4. Using staff positions (staff repositioning). This method allows policymaking (managers) to reposition members or staff who are deemed to have potential.
5. Firing (stopping). This method is the most extreme method compared to the previous methods or methods, namely by dismissing (resigning) members who are deemed incompetent.

Character education management at MTs Negeri 3 and MTs Annida Al Islamy in Bekasi City has improved students' morality. However, character education management planning, implementation, monitoring, and supervision need improvement. These constraints apply to the growth of students' character and morality at the Tsanawiyah Madrasah in Bekasi City, especially those with good character.

CONCLUSION

The objective of this study is to enhance the ethical and moral values of students at MTs Negeri 3 and MTs Annida Al Islamy in Bekasi City. This will be achieved through the implementation of character education management strategies, which aim to enhance the overall quality of graduates. Additionally, the study will focus on developing an internal quality assurance management system within the school to further support the cultivation of character traits among students. Furthermore, the study will involve the compilation of relevant documents and the implementation of the School Internal Quality Assurance System (SPMI).

The implementation of character education management at MTs Negeri 3 and MTs Annida Al Islamy in Bekasi City, Bekasi, has demonstrated excellent success in relation to the enhancement of students' moral development. The formation of a quality assurance unit within the educational institution and the effective coordination of the implementation of character education management at the unit level are both factors that have contributed to this progress.

The implementation of character education management has been utilized in order to improve the moral values of students attending MTs Negeri 3 and MTs Annida Al Islamy in the city of Bekasi. The adoption of actions for internal quality assurance management in state high schools is the primary emphasis of this program, which aims to improve the overall quality of graduates. In addition to this, it refers to the process of providing education actors within the educational institution with direction, mentoring, and supervision. As a direct consequence of this, the process of promoting quality assurance in education has been continuous.

The assessment of character education management at MTs Negeri 3 and MTs Annida Al Islamy in Bekasi City, focusing on evaluation procedures, analysis of evaluation outcomes, and evaluation follow-up, has been deemed successful. The issue of managing character education to enhance the ethical and moral development of students at MTs Negeri 3 and MTs Annida Al Islamy in Bekasi City can be effectively addressed through the proper execution of planning, organizing, implementing, and assessing strategies.

Character education management solutions can be applied to enhance the moral development of students at MTs Negeri 3 and MTs Annida Al Islamy in Bekasi City, Bekasi. These solutions encompass various areas, including planning, organizing, implementing, and assessing.

REFERENCES

- Ali Nurdin (2019) *Perencanaan Pendidikan Sebagai Fungsi Manajemen*. Depok: Rajawali Pers.
- Chandra, P. (2020). Peran Pondok Pesantren dalam Membentuk Karakter Bangsa Santri di Era Disrupsi. *Belajea; Jurnal Pendidikan Islam*, 5(2), 243. <https://doi.org/10.29240/belajea.v5i2.1497>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications
- Devi Yana, V., & Asmendri, A. (2021). Islamic Integrated-Based School Principal Decision Making in Junior High School. *Journal of Islamic Education Students (JIES)*, 1(1), 28. <https://doi.org/10.31958/jies.v1i1.3018>
- Hambali. (2017). Pendidikan Adil Gender di Pondok Pesantren

- (Studi tentang Membangun Gender Awareness di Pondok Pesantren Nurul Jadid Paiton Probolinggo). *Jurnal Pedagogik*, 04(02), 167–187.
- Kaimuddin, K. (2014). Implementasi Pendidikan Karakter dalam Kurikulum 2013. *Dinamika Ilmu*, 14(1), 47–64. <https://doi.org/10.21093/di.v14i1.7>
- Malawi, I. (2016). Implementasi Pendidikan Karakter Melalui Pembelajaran Dalam Mata Pelajaran di Sekolah Dasar. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 3(01). <https://doi.org/10.25273/pe.v3i01.55>
- Meriza, I. (2018). Pengawasan (Controlling) Dalam Institusi Pendidikan. *AT-TA'DIB: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 10(1), 37–46.
- Mualim, R., & Saputra, M. F. (2021). Optimizing Online Learning during Covid 19 Pandemic in Junior High School. *Journal of Islamic Education Students (JIES)*, 1(1), 19. <https://doi.org/10.31958/jies.v1i1.3193>
- Mujito. (2019). Membangun Pendidikan Karakter Di Sekolah Melalui Keteladanan Guru. *Jurnal Ilmiah Ilmu Pendidikan*, 6(2), 47–51.
- Mutakin, T. Z. (2014). Penerapan Teori Pembiasaan Dalam Pembentukan Karakter Religi Siswa di Tingkat Sekolah Dasar. *Edutech*, 13(3), 361. <https://doi.org/10.17509/edutech.v13i3.3089>
- Mulatul Aini1 & Rahmi Fitria. Character Education Management in Improving Education Quality in State Senior High School. *JIES: Journal of Islamic Education Students*, 1(2).
- Noprika, M., Yusro, N., & Sagiman, S. (2020). Strategi Kepala Sekolah Dalam Peningkatan Mutu Pendidikan. *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam*, 2(2), 224–243. <https://doi.org/10.36671/andragogi.v2i2.99>
- Nurjanah, I. (2020). *Implementasi Program Budaya Sekolah 5S (Senyum, Salam, Sapa, Sopan, Santun) dalam Menanamkan Sikap Religius Siswa di MIN 02 Kota Tangerang Selatan*.
- Oktaviani, S. N., & Syawaluddin, S. (2023). Peran Guru Bimbingan Konseling Dalam Memperkuat Karakter Siswa. *Educativo: Jurnal Pendidikan*, 2(1), 115–119. <https://doi.org/10.56248/educativo.v2i1.120>
- Perdawati, R. E., & Hafulyon, H. (2021). The Effect of Administrative Services on Students' Satisfaction. *Journal of Islamic Education Students (JIES)*, 1(1), 39. <https://doi.org/10.31958/jies.v1i1.3024>
- Putri, S. S., & Mardison, S. (2021). Madrasah Principal Leadership Role in Improving Teachers' Performance. *Journal of Islamic Education Students (JIES)*, 1(1), 10. <https://doi.org/10.31958/jies.v1i1.3192>
- Sajadi, D. (2019). Pendidikan Karakter Dalam Perspektif Islam. *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam*, 2(2), 16–34. <https://doi.org/10.34005/tahdzib.v2i2.510>

- Sari, N., Januar, J., & Anizar, A. (2023). Implementasi Pembelajaran Akidah Akhlak Sebagai Upaya Mendidik Kedisiplinan Siswa. *Educativo: Jurnal Pendidikan*, 2(1), Page 78–88. <https://doi.org/10.56248/educativo.v2i1.107>
- Syaiful Sagala, (2013). *Memahami Organisasi Pendidikan*. Bandung: Alfabeta,
- Soemitro, Aryani, R. A., & Suprayitno, H. (2018). Pemikiran Awal tentang Konsep Dasar Manajemen Aset Fasilitas. *Jurnal Manajemen Aset Infrastruktur & Fasilitas*, 2(0), 1–14. <https://doi.org/10.12962/j26151847.v2i0.4225>
- Susilawati, I., Sarbini, A., & Setiawan, A. I. (2016). Implementasi Fungsi Manajemen dalam Pelayanan Bimbingan Manasik Haji di Kelompok Bimbingan Ibadah Haji. *Tadbir: Jurnal Manajemen Dakwah*, 1(2), 190–206. <https://doi.org/10.15575/tadbir.v1i2.135>
- Stoner, J. F., & Wankle, C. (2016). *Pengantar Manajemen*. Jakarta: Bumi Aksara. Jakarta.
- Tanis, H. (2013). Pentingnya Pendidikan Character Building dalam Membentuk Kepribadian Mahasiswa. *Humaniora*, 4(2), 1212. <https://doi.org/10.21512/humaniora.v4i2.3564>
- Terry, G., & Hayfield, N. (2020). *Reflexive thematic analysis. Handbook of qualitative research in Education*. Edward Elgar Publishing Limited.
- Turrahmi, M., & Amra, A. (2021). Implementing Student Management for Children with Special Needs in Special Schools. *Journal of Islamic Education Students (JIES)*, 1(1), 1. <https://doi.org/10.31958/jies.v1i1.3017>
- 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>
- Warmansyah, J. (2020a). Program Intervensi Kembali Bersekolah Anak Usia Dini Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 743. <https://doi.org/10.31004/obsesi.v5i1.573>
- Warmansyah, J. (2020b). Supervisi Akademik Kepala Sekolah Taman Kanak-kanak Dimasa Pandemi Covid 19. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 4(2), 175. <https://doi.org/10.29240/jsmp.v4i2.1695>
- Zaman, B. (2019). Urgensi Pendidikan Karakter Yang Sesuai Dengan Falsafah Bangsa Indonesia. *AL GHAZALI: Jurnal Kajian Pendidikan Islam dan Studi Islam*, 2(1), 16–31.
- Zulhendri, Z., & Warmansyah, J. (2020). The effectiveness of the Multisensory Method on Early Reading Ability in 6-7 Years Old Children. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 257. <https://doi.org/10.31004/obsesi.v5i1.568>