

# Management of Character Education Based on Local Wisdom

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## Info Artikel

## Abstract

### Keywords:

*Management, Character Education, Local Wisdom*

This article aims to identify and analyze: (1). Planning, (2).Organizing (3).Implementation (4). Evaluation. This research uses a qualitative approach with a case study method. Data collection is carried out by triangulation techniques using interviews, document studies, and field observations. Research location Baiturahman and MA Albasyariah Integrated High School Bandung. With the subject of the principal's research, teachers. The head of the *Pencak silat* hermitage, Data analysis was carried out through data reduction, data presentation, and conclusion drawing. Four important foundations are used in this research, including theological, philosophical, six value systems, and theoretical foundations. Then the theory that underlies this research is management theory and character theory. The findings of this study are (1). Planning for Character Education Based on Local Wisdom in the Development of Akhlakul Karimah for integrated high school students has been well structured and systematic, but the planning has not been oriented to the vision and mission of the school (2). The organization has been running according to the program with the same principle of understanding, commitment to responsibility even though it has not been supported by an adequate job analysis. (3). The implementation has gone well. However, they have not paid attention to the resources they have. (4). Evaluation according to the school's work program going forward, however, has not been followed up with innovative programs that meet the needs.

### Abstrak

### Kata kunci:

Manajemen, Pendidikan Karakter, Kearifan Lokal

Penelitian ini bertujuan untuk mengetahui dan menganalisis: (1). Perencanaan, (2). Pengorganisasian (3). Pelaksanaan (4). Pengevaluasian. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus Pengumpulan data dilakukan dengan teknik triangulasi menggunakan wawancara, studi dokumen, dan observasi lapangan. Lokasi Penelitian di SMA Terpadu Baiturahman dan MA Al-Basyariah Bandung. Subyek penelitian adalah kepala sekolah, guru, pimpinan padepokan pencak silat. Analisis data dilakukan melalui reduksi data, penyajian data, dan pengambilan kesimpulan. Empat landasan penting digunakan dalam penelitian ini, meliputi landasan teologis, filosofis, 6 (enam) sitem nilai dan landasan teori. Kemudian Teori yang melandasi penelitian ini adalah teori manajemen, dan teori karakter. Temuan penelitian ini adalah (1). Perencanaan Pendidikan Karakter Berbasis Kearifan Lokal dalam Pengembangan Akhlakul Karimah Student SLTA Terpadu telah tersusun cukup baik dan sistematis, namun dalam perencanaan belum berorientasi kepada visi misi sekolah (2). Pengorganisasian sudah berjalan sesuai program dengan prinsip pemahaman yang sama, komitmen bertanggung jawab walaupun belum didukung oleh analisis jabatan yang memadai. (3). Pelaksanaan

*sudah berjalan baik. Akan tetapi belum memperbaiki sumber daya yang dimiliki. (4). Pengevaluasian sesuai program kerja sekolah ke depan, namun, belum ditindaklanjuti dengan program-program kreatif dan inovatif yang sesuai dengan kebutuhan.*

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## **INTRODUCTION**

Education is the effort made to change the character of not knowing to know, from not understanding to being understood. As stated in the Law No. 20 the Year 2003 on National Education System article 1: “Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual strength of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation, and state.”

Education is a system that regularly and carry out the mission that is quite wide ie everything that is concerned with physical development, health, skills, thoughts, feelings, willpower, social up to the issue of trust or faith. This suggests that educational institutions have a load of a heavy burden in carrying out the mission of education. Especially if it is associated with the rapid changes of the times nowadays that are very influential on the students in thinking, being, and behaving, especially against those who are still in the stage of development in transition seeking self-identity (Barirohmah & Subiyantoro, 2021; Rofifah et al., 2021).

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Based on the study of Character Education in the Schools mentioned that the Problems that occur such as violence, corruption, manipulation, practices lies in the world of education from cheat in exams to plagiarism, less exemplary among the leaders of the nation, and so on, actually concerns the problem of the character (Rohendi, 2010). Even though it was already late in implementing character education in the school, “*But late than never*”, there is still a lot of our generation learners are sitting in school and need character education so that in the future, be a person who is not only intelligent in the intellect but also a character (Setiawan, 2017).

Implementation of Character Education In the Formation of the Personality of the Holistic Student that the Problem of education in Indonesia is very complex because in all of its aspects, there are issues that need to be resolved (Mulyasa, 2021) (Ma’arif, 2018). The moral decadence has been rampant in the world of education so that it becomes blurry portrait in the world of education (Rony & Jariyah, 2020). This can be seen from the widespread circulation of porn videos that played by the students, the rise of fights antarpelajar, the presence of cheating in national examinations, the number of drug cases that ensnared students, the number of begal motor played by students, *cabe-cabe*, school farewell with the swimsuit and the various roles of the other negative (Pakpahan & Habibah, 2021).

The Data of 2013, at least happen 128 cases brawl antarpelajar. This figure jumped the most in more than 100 in the previous year. The case of the brawl that killed 82 students, in the year of 2014 there have been 139 brawl that killed 12 students (TV One, 2014) (Murniyetti et al., 2016).

From the various results of research that the author has gathered, this time there are seven forms of the moral decadence of the younger generation of the nation. Decadence at least describe so fragile character of the young generation of Indonesia. First, the drug abuse. There are 3.8 to 4.2 million drug users in Indonesia from among the students. Of drug users is 48% of whom are addicts and 52% just dua kursi and the user (BNN, 2012). Second, pornography, 64% of students and student learning sex through porn and pirated DVDS. As a result 39% of respondents from the age of 15-19 years and 25% age of 20-25 years already had sexual intercourse (KPAI, 2016). Third, free sex, 800 types of porn videos of the original production in the country, 90 % of the video is played by students (KPAI, 2016). Fourth, the case of abortion, almost 2.4 million occur every year or (700-800 thousand), and the culprit is among adolescents (Komnas HAM. 2016). Fifth, prostitution, 150,000 children under the age of 18 years to be sex workers, half of sex workers is under the age of 18 years, while 50,000 of whom have not yet reached 16 years of age (KPAI, 2016). Sixth, brawl students and students, in the year of 2012 has already happened 139 brawl case of a brawl, even the 12 cases the cause of death, and in 2011 of the 339 cases brawl cause the 82 children died (KPAI, 2016). Seventh, the motorcycle gang, gambling betting motorcycle gang ranges from 5 to 25 million dollars per once a wild race, as a result of about 60 people died each year.

Relation to character education, the nation of Indonesia is in need of HR (Human Resources) are great and quality to support the implementation of development programs with better (Bahri & Arafah, 2020)(Syafaruddin et al., 2021). This is where it takes a quality education, which can support the achievement of the ideals of the nation in having the resources-grade, discuss the quality HUMAN resources and its relationship with education, then assessed for the first time is how high the value of which is often obtained. In other words quality is measured by the numbers, so it is not surprising if in order to chase the target set by an educational institution sometimes commit fraud and manipulation (Musfah, 2012).

Some of the phenomena that concern with regard to the character development of learners in the teaching and learning process in the school and in the classroom've found some of the facts, for example, not doing homework, cheating, skipping school without permission, or indifferent to cleanliness in the school environment (Pasi et al., 2020). After noticing the phenomena that occur among learners, it can be noted that the character of responsibility, discipline and character a noble is a character that needs to be cultivated and developed to every learner (Sudiami, 2019). The development of noble character also seeks to ensure the survival of the nation. Because not only serves to know all the things that are important but how to convey to the learners so as to be in appreciation become a better person (Ma'arif, 2018) (Azhar, 2020).

The character can also be defined as value-the value of virtue in themselves and implemented in the form of behavior (Wekke & Hamid, 2013). The character is also a way of thinking and behaving that became the hallmark of every individual to live and work, both in the sphere of family, community, nation and state. Individuals who are of good character is an individual who can make decisions and is ready to account for any consequences of the decisions made (Budimansyah, 2010).

Character education is clearly different with the other subjects, the result can be seen from the achievement of the students in answering questions related to what has been conveyed by the teacher in class. Character is not built with a short time and only a few meetings in the classroom, but with regard to the habits of day-to-day (*habituation*) (Surya & Rofiq, 2021). Chastity is a trait that is embedded in the soul of someone who is of the nature that arise deeds with easily without

the need for the consideration of the mind first. In the treasury of the treasury of Indonesian words that match the meaning with the morals are morals and ethics. These words are often aligned with the ethics, ethics, etiquette, or manners (Ghazali, 2002).

Local wisdom is seen from the English dictionary of Indonesia, consists of two words wisdom (*wisdom*) and local (*local*). *Local* means local and *wisdom* be with wisdom. In other words then *local wisdom* can be understood as the ideas, values, values, views of the local (*local*) that are wise, full of wisdom, good value, embedded and followed by the members of the society (Apriliani & Justitia, 2021).

Local wisdom is the view of life and science as well as the various strategies the lives of intangible activities carried out by local communities in responding to various problems in the fulfillment of their needs. In a foreign language often also conceived as a policy of the local “local wisdom” or knowledge of the local “*local knowledge*” or the intelligence of the local “*localgenious*” (Fauzi, 2018).

“Kearifan local is a conceptual living in the community, grow and develop in a continuous and sustained in community awareness of the properties associated with the life that is sacred to the profane (part of everyday of life and its ordinary course)” (Setiadi, 2019). Then from the view of the experts above, it is concluded that local wisdom is the idea that arise and evolve continuously in a community in the form of customs, grammar rules/norms, culture, language, beliefs, and habits of day-to-day.

The issue of character education is the study large enough, Look at the breadth of the field of study of the character, then the researcher to limit this problem by focusing on the issue of the development of local Wisdom-based character to find the facts on the ground regarding the development of local wisdom-based character of the students as well as the follow-up as the character development of students, especially in the development of akhlak karimah. The basic Values that strongly affect the sustainability of education such as self-reliance, simplicity, and sincerity that manifest in the lives of students and citizens of other schools. So it has remarkable experience in building and developing (character) community. In fact, the school is able to enhance its role independently explore the potential of the people around him. Schools that are united with the boarding school are also an institution of education that is typical. Its activities are summarized in the Tri Dharma Pesantren, namely: 1) the Faith and devotion to God; 2) The development of scientific knowledge which is beneficial, and 3) Devotion to religion, society, and country.

## **RESEARCH METHODS**

The method used in this research is a case study method. The reason for using this method is because researchers want to reveal the empirical data in the field with how to decipher and interpret a phenomenon with what it is and connect the cause and effect to the one that occurs at the time of the study. In other words, the goal of descriptive research is to make an overview of systematic, fact, and accurate information about the studied phenomenon.

The Research method is a set of methods or procedures selected to complete the research. Method of research is defined as a scientific way to get valid data with the aim of can be found, developed and demonstrated, a certain knowledge that in turn can be used to understand, solve and anticipate problems in the field of education. As for the case study (*case study*) is a method to collect and analyze the data with regard to something of the case. Case study is a research conducted on the unity system can be in the form of programs, activities, events, or a group of individuals who are bound by place, time, or a certain bond. Therefore, the method used

descriptive method, in this study does not use the hypothesis formulated in the beginning to be tested truth (Sugiyono, 2008).

There are two main things that affect the quality of the results of the research, namely, the quality of the research instrument and the quality of data collection. In this study, the instrument or tool of the research is the researcher himself. The researcher as a *human instrument*, serves to set the focus of the study. In terms of the instrument of qualitative research according to stated that in qualitative research, there is no other option than to make man as an instrument for the main study. The reason is everything does not have a definite shape (Creswell, 2012).

Based on the above statement can be understood that in qualitative research instrument is the main researchers themselves, but later developed into a research instrument is simple which is expected to complement the data and compare with the data that have been found through observation and interview (Arikunto, 1983).

Data collection techniques are the most strategic step in the research, since the main purpose of this research is to obtain the data. Without knowing the technique of data collection the researcher will not get the data that meets the standards data set. In the qualitative Research aimed to understand social phenomena from the angle or perspective partisipan with multi strategy, participants are those who are invited to interview, observed in this study is a technique used by research strategy is flexible, in addition to materials written by or institutions about the subjects also often used to complement the data needed, prodsedur the latter is called tehnik carry out the functions as the main instrument, the researcher will use three data collection techniques used are observation techniques, interview techniques, documentation techniques and triangulation, all this was done to get the data correct and reliable.

## **RESULTS AND DISCUSSION**

### **Results**

The planning and implementation of character education in the development of a noble character for students in both high school integrated, which is carried out by the Leadership of the Institution there are definitely some techniques and strategies so that students forming the morals that the better. First, the Leadership of the Institution affects the teacher as the main object in the delivery of the material and moving students to sclalu obedient and can be put in a position where good and which are bad for himself and it is inseparable from the role of a teacher, if the teacher is able to present it then the students will slowly approaching on the formation of a noble character. But if the teacher does not have the competence which is good of course will be a good impact on the students, so to the contrary.

Character education in schools is strongly associated with the management of the school. The management question is how character education is planned, organized, implemented, and evaluated in the educational activities in the schools adequately. The management of such include, among others, the value-nilaiyang need to be implanted, curriculum, learning, assessment, educators and education personnel, and other related components. Thus, the school management is one of the effective media in character education in schools. Character education is supposed to bring studentke the introduction of the value of cognitive, appreciation of values, affective, and eventually to the practice of value in real life. The problems of character education that during this time there was in the cottage need to immediately reviewed, and sought alternative-an alternative solution, as well as it is necessary to develop more operational so easy to implement in schools.

In the framework of the formation of akhlak karimah both schools have been running the management of character education in accordance with the theory or subjects that already in the previous plan. Planning the curriculum of character education is appropriate for students cottage. in general. Teachers in both schools were according to the standard qualifications minimum of SI. Back in the early planning that purpose in the development of the character morals karimah among others, is to prepare students to become members of society who have the academic ability and/or professionals who can apply, develop, enriching the science, technology, the arts, and mengupayakaa its use to improve the standard of life of the communities and enrich the national culture.

Organizing in the development of akhlak karimah at the school there are less of them teachers who are teaching about character education still concurrently with the teachers who teach in other subjects. There has been no teacher special menagajar about the program of character education. In addition, the absence of a job description specifically to manage the program of character education because the program character always put together with a program or management as a whole.

Pelaksanaanya still not optimal, so it required a thorough evaluation with the aim of implementation of the development of the characters can actually run in accordance with the wishes of all parties, the optimization and the hard work of educators in the implementation of the development of character is indispensable start of the ability of educators in the development of the syllabus and LESSON plans, integrate character education throughout the subjects to carry out with the best of character education in daily life, it must be realized optimally so that the increase in the quality of the educator's resource is very necessary for example teachers participated in training activities about character education, the school held pelatman the development of the syllabus and LESSON plans in character education and so on.

The results of the evaluation in the school is carried out as an activity that seeks to control so that the implementation can be run in accordance with the plans and make sure whether the goals of the organization are achieved. If a deviation occurs in which the layout of the irregularities it and how did the actions required to overcome them. In the management of character education in the development of akhlak karimah are carried out in accordance with the provisions of laws and regulations that have been defined lived optimize, the evaluation of the educator's resource is intended to establish a decision-the decision of the education, whether that involves planning, management, process and follow-up education, involving individuals, groups or institutions.

By doing a variety of strategies to repair the fore include activities; training and socialization LESSON plan and Syllabus of character to the teachers through discussion, *workshops, talk shows*, and perform *supervision* in formal and non-formal. Enable MGMP school and *lesson study*, as well as providing internet facilities within the school. The school continues to provide training to teachers in terms of improving the ability. This is what should be the commitment of policy makers in the field of education, to make a commitment and then need to respond actively by education experts to create a model of management learning who brought the mission as the formation of *akhlak karimah*.

## DISCUSSION

### **Planning Education Character-Based Wisdom of the Local In the Development of *Akhlakul Karimah***

*Planning may be defined as the process by which managers set objectives, asses the future, and develop a course of action designed to accomplish these objectives* (Boone & Kurtz, 1984). Planning is the selection or determination of the purpose of the organization and the determination of strategy, wisdom, projects, programs, procedures, methods, systems, budgets and standards are needed to achieve the goal. Making the decision much involved in the function of this. The meaning of important planning is to provide clarity of direction for each activity, so that every activity can be cultivated and implemented in efficient and effective (Budiya, 2021; Halim, 2005).

With other words before carrying out the activities of the other, steps first that should be made is planning. Planning on basically is a process of thinking and set in a mature direction, objectives and actions while reviewing the various sources of power and the methods that right. Understanding similar was stated that the planning includes activities determine the goals and tools appropriate to achieve the goals that have been determined (S. Sagala, 2007).

In the management, planning is the process of defining the goals of the organization, create a strategy to achieve the objectives it, and develop a plan of activity of the working of the organization. Planning is the process of the most important of all functions of management because without planning functions other organizing, directing, and controlling are not going to be able to walk. The plan can be in the form of a plan informal or plan formal. Plan informally is a plan that is not written and is not a goal together members of an organization. While the plan formal is the plan of writing that must be implemented the organization in the period of time specified. Plan formal is the plan with the members of the corporation, that is, every member must know and execute the plan it. Plan a formal made to reduce ambiguity and create understanding about what that must be done, while the process of planning: (1) Determine the purpose of the planning. (2) Determine the action to achieve the goal. (3) Development rationale for the the upcoming conditions. (4) Identify ways to achieve the goal. (5) Implement the plan of action and evaluate the results

Strategic planning and operational Management process Strategy briefing business planning strategy, and ensure the strategy is implemented so as to ensure the success of the organization in the long-term, strategic planning of long-term needs and determine the comprehensive has been directed. Determine the goals for the organization of the activities to be taken the resources necessary to achieve it. The planning stage of the strategy, including: (1) The identification of goals and objectives. (2) Performance assessment based on defined goals and objectives. (3) The determination of the planning strategy to achieve goals and objectives. (4) The implementation of the strategy planning. (5) Evaluation of results and improvement of the strategic planning process

It is in the manufacture of planning is a form of management of the school. Therefore, with the implementation of the planning process with the aim that the teacher can work well, so studentsenang with the lessons in the school so that the lesson into grade. The process of assigning the formulation of objectives by analyzing the test results, carry out the evaluation of learning, in Addition to have a purpose, the School also merumusn strategy to set goals and target. Strategies that drafted the Head of the School include:

Planning education character done by the school with the target on three things, namely the activities of intra curricular, co-curricular, and extracurricular. Through the meeting of the GFC and SCHOOLS, the teacher involved in a direct to formulate the planning of the educational character in the process of integration into the syllabus and plan the implementation of learning. The results of the planning is then validated by the school as a document Curriculum Level Unit Education.

While the targets are to be achieved , among others: Planning the process of learning in the form akhlak karimah covering the syllabus and plan the implementation of learning (RPP) which contains the identity of the eyes of the lesson, the standard of competence (SK), competence base (KD), indicators of achievement of competencies, the purpose of learning, the material taught, the allocation of time, methods of learning, activities, learning, assessment of the results of the study, and a source of learning.

### **Organizing the Education of Character-Based Wisdom of the Local In the Development of Akhlakul Karimah Student SMA Integrated**

The role of the principal in organizing resources required the school organization as a manager, the organizational structure of the institution is not much different with the previous organization or other schools, therefore, refers to the government regulations, only the difference is very striking is the relationship working arrangement between the school committee that shaped the partners. In Addition, the school committee mentioned that the Head of School has the managerial skills are quite good, especially in the access to the excavation of a source of help from above. On another occasion, the school committee mentioned also that the principal's leadership style is quite democratic, transparent and participatory. As for the steps that made the Head of the School in organizing the activities of the school are divided to several stages as follows: *The first* stage is oriented to the purpose, where the purpose that is the basis of organizing. *The second* stage of the division of work tasks to each of the arable fields are ditugasinya. *The third* stage grouping of activities in a single entity that is practical and homogeneous. *The fourth* tranche of the placement of personnel in proportion and professional; and *The fifth* stage of the delegation of the powers to be in effect in accordance with their respective fields.

Organizing is the act of working relationships that behavior is effective among people, so that they can work together efficiently, and gain personal satisfaction in carrying out certain tasks, in the specific environmental conditions in order to achieve certain goals or objectives (Terry, 1993). Boone and Kurtz (1984) defines the organization: “... as the act of planning and implementing the organization structure. It is the process of arranging people and physical resources to carry out plans and accomplishment of an organizational objective”.

From the second opinion, that the organization is basically an attempt to complement the plans which have been created with the arrangement of the organization to implement. The important thing to note in the organization is that each activity should be clearly who do, when to do, and what the target was. As quoted by Handoko suggests three steps in the process of organizing namely: (1) The details of all the work that must be implemented to achieve the goals of the organization; (2) The division of the burden of the total work into activities that logic can be implemented by one person; and (3) Procurement and development of a mechanism to coordinate the work of the members into a coherent integrated and harmonious.

The function of organizing is the process concerns how strategy and tactics that have been formulated in the planning designed in an organizational structure that is appropriate and resilient,

systems and organizational environment that is conducive, and can ensure that all parties in the organization can work effectively and efficiently in order to achieve the goals of the organization. Activities in the Organizing Function is: (1) Allocate resources, formulate and assign tasks, and set the necessary procedures; (2) Establish an organizational structure that indicates the presence of lines of authority and responsibility; (4) Activities recruitment, selection, training and development of human resources/labor; (5) The activities of the placement of human resources in the most appropriate position (Karim et al., 2021).

At this stage the role of the organization in order to regulate the process of teaching and learning is made the head of the school, seen in the set time of execution of the activities, appoint and authorize the teachers in accordance with their competences, develop and pointed student untuk participate in the demonstration of the subjects, as well as arranging a variety of activities until at the stage of evaluation (Abusin et al., 2021). With the actions performed by the Head of School, teachers were involved in a clear division of tasks through referrals that have been determined together. Meanwhile the Head of the School also asked for consideration to the school committee to provide input in the determination of the personal in the school in collaboration with the department of education and other institutions. While the advice received by the Head of the School in terms of the organization of the supervisor is to determine the teachers and staff at the school do with the proportional and professional (Ikramullah & Sirojuddin, 2020).

Distribute the work, authority, and resources among members of the organization to achieve organizational goals. Bahwa organizing is the process of hiring two or more people to work together in a structured manner in order to achieve the specific target or multiple targets. Following that organize the means to determine the source of the power of the activities needed to achieve organizational goals, including (Stoner, 1995): (1) Design and develop a working group that contains people who are able to bring the organization on the goals. (2) Assigning a person or group of people in a responsibility assignment and *tungsi* specific. (3) Delegate authority to individuals associated with the *keleluasaan* carry out the task.

Proper organization will make the position of the person clearly in the structure and work through the selection, allocation and distribution of professional work. For that a manager requires the ability to understand the nature of the work and qualifications of the person who should fill the position. Activities include the determination of the structure, duties and obligations of, the functions of the job and the relationship between the functions (Ferine et al., 2021; Rofifah et al., 2021).

Organizing the educational character associated with the functions of the structure of the organization in the school. Because not all of the value of the character described for directly in the activity of learning to teach, but is much spelled out in the form of habituation. In terms of this, the involvement of all components of the organization functioned as a maximum. The role of the committee of the school is connecting the interests of the people parents/community with the head of school. Preferably the head of the school of doing things that such according to the results of coordination with the organs in the bottom.

### **The implementation of the Education of Character-Based Wisdom of the Local In the Development of Akhlakul Karimah Student SMA Integrated**

Pelaksanaan (*actuating*) the school program as described reflect the vision and mission of the school, the system and working procedures of the school management level of professionalism of the manager of the school as well as the extent to which the level of responsibility and participation of *stakeholders*. From a whole series of process management, mobilization (*actuating*)

is a management function that is most important. In the functions of planning and organizing more related to aspects of the abstract management process, while the function of *actuating* even more emphasis on activities that relate directly to people in your organization in this case, George R. (Terry, 1993) argued that: "Mobilization (*actuating*) is a business moves group members in such a way that they desire and strive to achieve corporate goals and objectives of the members-the members of the company by the members of the group also wants to achieve these goals".

Implementation, implementation, or *penggerakkan (actuating)* is the process of the implementation of the program to be executed by all parties in the organization as well as the process of motivating so that all parties can be responsible with the full awareness and high productivity. The process motivate means to encourage all parties to work together, sincere and passionate to achieve goals in accordance with the plan-a plan which has been specified or organized before. This is confirmed by George R. Terry (2006:70) states that, "*the Actuating is setting all members of the group to want to achieve and to strike to achieve the objective willingly and keeping with the managerial planning and organizing the efforts.*

The stages of (*actuating*) Action Mobilization is divided into three stages, namely: (1) Provide encouragement, motivation, inspiration or encouragement that arises the awareness and willingness of officers to work properly, this action also called motivating. (2) The provision guidance through examples of actions or example. (3) This action is also called *directing* that includes some action, such as: decision-making, opening up communication between management and staff, to choose people who become members of the group and improve the attitudes, knowledge and skills of the staff. (4) *Pengarahannya (directing or commanding)* is done by giving the instructions correctly, clearly and firmly. Any suggestions or instructions to staff in the implementation of the task should be given clearly so done with better directed to the goal that has been set.

In the context of school management, the function is executed by the head of the school, namely through the action of stimulating teacher and personal other schools carry out tasks with enthusiasm and a willingness to achieve our goals with passion. the head of the school in carrying out its functions need to pay attention to several factors such as the effectiveness of the organization of work which consists of a number of work units (class, class teacher, guidance counseling, health business school), sensitivity to a number of service needs persoan school, teacher training, coordination which includes the division of labor and specialization on the basis of their professional responsibilities respectively, the spirit of cooperation, the availability of facilities and contact a good relationship for all parties and launch stages of an activity correctly and maintain the quality of the work as an ongoing process (Tajudin & Aprilianto, 2020).

Coordination can be realized through a conference or meeting that represent a unit of work in the school, meeting periodically to officials particular, the formation of a joint committee if necessary, the establishment of the coordinating board staff to coordinate activities, interviewing personal school to know the things that are important with regard to the duties and responsibilities, memoranda or instructions chain, and the availability of books organization guidelines and procedures (Sirojuddin et al., 2021).

From the definition above, mobilization (*actuating*) is an attempt to make planning become a reality, with the direction and motivating so that each employee can carry out the activities optimally in accordance with the role, duties and responsibilities. The important thing to note in the implementation of (*actuating*) is that an employee will be motivated to do something if 1) feel confident will be able to do; 2) believe that this work provides a benefit for himself; 3) not being burdened by the problem of personal or other tasks that are more important or urgent; 4) the task

is a trust for the applicant; and 5) the relationship between friends in the organization of the desk.

Character education in the development of akhlak karimah second cottage was held more in the form of habituation. The citizens of the school, especially students since the school entrance until the home is given habituation-habituation that can shape the character and morals. The school was aware that this process should continue until the child is back home and in the community, therefore, the school in addition to establishing the partnership with the committee, also always carry out the monitoring through the parents.

Pelaksanaan character education in the development of akhlak karimah on the learning process in the class quite well. The learning process involves not only teachers who are active in explaining the material, but the students were enthusiastic in the learning process but the more often teachers are most active in explaining the material. The teacher not only as a transmitter of the material, but also as a motivator for the students. Most teachers in the school wear the lecture method, it also uses a question and answer on the sidelines of learning to determine the extent of students' understanding of the material that has been presented. Facilities and infrastructure used as needed in accordance with the needs of the learning activities.

### **The evaluation of the Educational Character - Based Wisdom of the Local In the Development of Akhlakul Karimah Student SMA Integrated**

Evaluation of some of the experts here in (I. Sagala et al., 2021; S. Sagala, 2009) *First*, Oteng Sutisna connect the monitoring function with the actions of the administration. For her supervision is seen as the process of administration see if what happened to it in accordance with what is supposed to happen, if not then adjustments need to be made. *Second*, Hadari Nawawi confirms that the surveillance in admimstrasi means activities menukur the level of effectiveness of the personal and the level of efficiency of the use of methods and tools specific in an effort to achieve the goal. *Third*, Johnson argued supervision as a function of the system make adjustments to the plan, ensuring that deviations purpose of the system only within the limits that can be tolerated.

In relation to the management of the school, that supervision is one of the activities knowing the realization of the behavior of personal school and whether the level of achievement of the purpose of education as desired, then from the results of the supervision is carried out repairs. Monitoring includes checks if all goes according to the plans made, the instructions issued, and principles established, among others.

i.e. measure the actions or performance, compare the act with the standards set forth and establish the differences if any and correct the irregularities with the correction action. The following divide supervision in four steps, including: *First*, set the standards and methods to measure the achievements which included the determination of the standard and size for all sorts of purposes, ranging from the target achievement of the curriculum until the target achievement of the quality of graduates.' *Second*, measure the performance of work done in a continuous, repetitive and frekeunsinya depending on the type of activity that is being measured. *Third*, comparing the results have been measured with the goals and standards that have been set previously. *Fourth*, take corrective action, if the results achieved do not meet the standards and the analysis shows the need for action is taken.

The head of the School as a *leader* in the organization of after you have planning. carry out in an organized manner, and then implement it to determine the extent to which the success of the program in the conduct of the evaluation. Evaluation to measure the extent to which the level

of success of the program. Related to this, the implementation of the evaluation conducted by the Head of the School includes all components of the program activities of the school both short term, medium term and long term.

In addition, the evaluation is made the Head of School, also in the course of the school organization, and the results of this evaluation the next Head of School mengkoordinasikannya with relevant agencies that the result can be used as material for improvement of the implementation of the work program of the school to the front.

Monitoring (*controlling*) is a function of management that does not lose its importance in an organization. All the functions of the previous, will not be effective without the accompanied monitoring function. In this case, the Boone and Kurtz (1984) give the formula of supervision as: “... *the process by which managers determine whether actual operations are consistent with the plans*”.

Meanwhile, the Mocker as stated by the definition of supervision in which includes the essential elements of the process of supervision, that: “the Supervision of management is a systematic way to set the standard implementation purpose-the purpose of planning, designing information systems feedback, comparing the activities of the real with the standards that have been set previously, determine and measure the deviations and take corrective actions necessary to ensure that all corporate resources are used most effectively and efficiently in the attainment of corporate objectives” (George, 1964; Kawasaki et al., 2017).

Thus, supervision is an activity which seeks to control so that the implementation can be run in accordance with the plans and make sure whether the goals of the organization are achieved. If a deviation occurs in which the layout of the irregularities it and how did the actions required to overcome them. Furthermore, it was also mentioned Handoko that the regulatory process has five stages, namely: **(1)** The determination of standards of performance; **(2)** The determination of the measurement of the implementation of activities; **(3)** The measurement of the implementation of the activities of the real; **(4)** Benchmarking the implementation of activities with the standards and the analysis of deviations; and. **(5)** Taking corrective action, when necessary.

The function of supervision is a process that is done to ensure the whole series of activities that have been planned, organized and implemented can be run in accordance with the expected target though many changes occur which faced. Activities in the functions of supervision and control: (1) Evaluate the success in achieving the goals and targets in accordance with the indicators that have been set; (2) Take a step clarification and correction of the deviation of which may be found; (3) Perform a variety of alternative solutions to the various problems associated with the achievement of objectives in Management Functions. Management functions the above interact with each other and interconnected with each other, resulting in what's called the management process. Thus, process management is actually a process of interaction between the various functions of management.

Application management is closely related to the implementation of management functions itself. Management functions are: action pengakomodasian source-the source of activity; planning (*planning*), organizing (*organizing*), mobilization (*actuating*), monitoring (*controlling*). Pengakomodasian source-a source of good natural resources, human resources and other resources such as; physical, financial, facilities and the like aiming to move people to want to participate in achieving a common goal. When associated with the implementation of the functions of management education with the activities of the system, then the scope of its application include pengakomodasian resources that support the learning activities as the core achievement of the objectives of education.

In the system management component of educational activities include on the component *input*, process, *output* and *outcome (impact)*. *Input* closely associated with the input means (*instrument input*) and raw input (*raw input*) instrument means (*instrument input*) covers the whole of the source and the facilities that allow for a person or group can do learning activities. Into this input including managerial aims, the curriculum, the Head of School as the executive management and the most of Trustees, other resources, media, cost and program management.

Raw input (*raw input*), namely teachers with its characteristics, including traits associated with the internal factors that include cognitive structures, experiences, attitudes, interests, skills, needs to progress to become a major target in the improvement of education. As well as traits associated with external factors, such as the state of the family in terms of economy, education, the cost and means of learning as well as the ways and habits of the teachers in implementing the learning. Input the environment, i.e. environments that support and encourage ongoing education programs that include family environment, family, teachers, working environment, as well as the surrounding environment. The process involves the interaction between the input means, especially the implementation of managerial input of raw, the teacher management goals, this process consists of the activities of management functions, guidance and coaching, as well as the evaluation of the activities, managerial processes is carried out independently and in a group of output (*output*), the teacher of the results of the building that is accompanied by a quality change in behavior acquired through managerial processes.

Changes in behavior include cognitive, affective and psychomotor. Input other (*other input*), is the support of other like facilities, the atmosphere of the work, partnership, problems of the funds and the like are expected to encourage the ability for a professional result of the efforts of managerial of the Head of the School of influence (*impact*) concerning the results achieved by the teacher the results of the performance improvement is characterized by the ability level of both in a change of attitude, change of knowledge, and behavior in the learning activities routine in school and everyday life normally.

Education management system is a management and structuring of educational resources, such as personnel, students, the community, curriculum, funding (finance), educational facilities and infrastructure, governance and environmental education. Series of activities are sequential and interconnected so that one becomes eligible for other activities. These events are depicted through the process of: *planning, controlling, organizing, and actuating*.

The implementation of evaluation program the activities carried out the Head of School is done periodically, based on the results obtained during the implementation of the activities of the school. The next stage, accountability accountability report school once every year at a plenary meeting with the parents of students (Karlström & Hamza, 2019; Menon et al., 2018).

Education evaluation system implemented in the school refers to the class-based assessment that emphasizes on the principles of sustainable and meaningfulness of learning evaluation. Competency test which includes a written exam (cognitive) test performance (psychomotor), and observation of attitude (affective) is education evaluation system, which guarantee the production of quality graduates who are competitive. Monitoring and evaluation is carried out by the Head of School with the study reports the results of the evaluation of all teachers, who then follow up with the procurement of the means and the media is needed, and guidance to the teacher to make a report and evaluation of the student yang related to the learning outcomes of students. The efforts of the Head of School to improve the performance of teachers and quality

of teaching and learning that has been achieved in school.

The process of evaluation of character education was conducted by the head of the school committee, superintendent, and community. Administratively, monitoring and evaluation carried out by the supervisor (the head of school and supervisor) to the learning device owned by a teacher, for its intra curricular and extracurricular more monitored and evaluated by the teacher, homeroom teacher, and parents. The results of the monitoring and evaluation become reference material for the management of character education, so the school continuously develop character education in the various lines of social life in school.

From these findings the authors conclude that the evaluation system in the boarding school has been good. With the scoring system view of all three aspects, namely cognitive, affective, and psychomotor so that the learning objectives and practice can be achieved in a draw that is not burdensome on one aspect. In addition to monitoring done in the school for the teachers are also very good. Because with the existence of monitoring such that we can know the activities carried out by teachers and students of course. According to the researchers, the evaluation of applied learning in both schools is the evaluation of the process and the results. Kna a person, community character, and the character of a nation the development of many grew, built, and determined by the system value in the sense that *sebenamya*. The character of a person is determined by factors congenital (genetic), then a row is formed by the conditions and the interaction between the factors of social, cultural, environmental, and specifically determined by the position and the role of family, education, as well as a learning experience, a character as the unit is not in spite of the appreciation of man's belief in the system of values in life and society (Yusuf & Mujahidin, 2022).

Integration LESSON plans with Character Education, LAW number 20 Year 2003 on National Education System article 3, states that National Education in article 3 states that the national education serves to develop skills and form the character and *pradaban* nation *brmartabat* in order to educate the life of the nation. National education aims to *berkmbangnya* the potential of learners to become human beings who are devoted to God Almighty, morals *karimah*, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible.

Character as defined by Ryan and Bohlin contains three main elements, namely, knowing good (*knowing the good*), loving kindness (*loving the good*), and do good (*doing the good*) Education is an attempt to develop the cognitive, affective, and psychomotor. Muara cognitive domain is the growing and development of intelligence and intellectual ability, academic, affective domain leads to the formation of personality, character and the realm of psychomotor will boils down to the skills of vocational and behavior.

The characters are how to think and behave that became the hallmark of every individual to live and work together both in the scope of the family, community, nation and state that the individual who can make decisions and is ready to account for any consequences of the decisions that he made. While character education is an effort planned together that aims to create the next generation who has the basics of a good personal knowledge, feeling, and action Because of the importance of character education in shaping the character of students then the character education has *ditegrasikan* into the curriculum at the school. The development of character education in schools basically refers to the ACT No. 20 year 2003 on National Education System Article 3 of the mentioned functions and objectives of education in shaping the human resources *berkuaitas*. In the internalization of the values of character education is required habituation yourself to instil it into the heart so that it grows from the inside. These values can be integrated

and internalized into all school activities good activities intra curricular and extracurricular.

Teaching material is a learning component that most influence on what actually happens in the process of learning. Adaptation is most likely held by teachers is how to add learning activities that develop the characters. The other way is to adapt or change the learning activities in the textbook that is used can also be done by revising the substance of learning.

The integration of Character Education in Learning to Respond to a number of weaknesses in the implementation of moral education and ethics (character education), especially through the two subjects of Religious Education and Citizenship Education, has pursued innovation educational character. Such innovations are: (1) Character education is conducted in an integrated manner in all subjects. Integration may include loading values into the substance in all subjects and the implementation of learning activities that facilitate practice values in every activity inside and outside of the classroom for all subjects. (2) Character education is also integrated into the implementation of the development activities of learners. (3) In addition, the character education is implemented through the activities of the management of all the affairs in the school involving all citizens of the school.

Of the three forms of innovation on top of the most important and directly in contact with the activities of daily learning is the integration of character education in the learning process. The integration of character education through the process of learning all subjects in school now become one of the model which is widely applied. This Model is taken with the paradigm that all teachers are teachers of characters (*character educator*) (Mulyasa, 2002). All subjects also disasumsikan have a mission in shaping the character of the noble learners di addition to this model, there are also other models in character education in schools, such as the model of *the subject matter* in the form of the subjects themselves, which make the character education as the pelajaran its own that requires the formulation of its own about content standards, standards of competence and basic competence, the syllabus, LESSON plan, teaching materials, learning strategies, and assessment in schools (Iffah & Fauziyah, 2021; Santosa & Devi, 2021). This Model is not easy and will add to the burden of learners who have already given so many subjects. Because of that, a model for the integration of character education in the subjects rated more effective and efficient compared with the model of the *subject matter*. The integration of character education in the learning process in the school implemented starting from the stage of planning, implementation, and evaluation of learning in all subjects.

## CONCLUSION

In general, the Management of Character Education Based on Local Wisdom in the Development of *Akhlakul Karimah* student in SLTA Integrated already programmed with a common perception from the start of the leadership of the foundation, the head of the school, and the teachers as well as students will be but the implementation is not effective right because still found the behavior of students who are not in accordance with the demands of *akhlakul karimah* students. In the process of perencanaan Education Character - Based Wisdom of the Local in the Development of *Akhlakul Karimah* student in SLTA Integrated has composed quite good and systematic, but in planning has not been oriented to the vision and mission of the boarding school, furthermore, the Organization of the Educational Character - Based Wisdom of the Local in the Development of *Akhlakul Karimah* student in SLTA Integrated already running the appropriate program with the principle of understanding the same, the commitment is liable even if not supported by the analysis of the position that is adequate, then the Implementation of the

Education of Character-Based Wisdom of the Local in the Development of *Akhlakul Karimah* Student SLTA Integrated already runs good, will but not yet supported by the source of power of which is owned, especially the Source of the Power of Man, and Evaluation of the Educational Character - Based Wisdom of the Local in the Development of *Akhlakul Karimah* student in SLTA Integrated has appropriate program of work of the school to the front, but have not followed up with the program-the program of creative and innovative which is appropriate with the needs.

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