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The Implementation of Character Education Management in Madrasah

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi manajemen pendidikan karakter di madrasah, mulai dari aspek perencanaan, pengorganisasian, pelaksanaan, hingga pengendalian/pengawasan. Jenis penelitian ini ialah kualitatif dengan metode studi deskriptif. Adapun informan dalam penelitian meliputi kepala madrasah, wakil kepala madrasah, dewan guru, bagian tata usaha madrasah dan siswa. Pemerolehan data dilakukan menggunakan teknik wawancara, observasi, dan studi dokumen. Kemudian, dianalisis menggunakan cara memilah data, menyajikan data, hingga menarik kesimpulan. Hasil penelitian ini menunjukkan bahwa implementasi manajemen pendidikan karakter di madrasah telah terlaksana dengan baik di madrasah. Hal ini sebagai upaya bersama pihak pimpinan madrasah bekerjasama dengan dewan guru, wali kelas, guru bimbingan dan konseling dalam memantau perkembangan karakter siswa. Bentuk konkrit implementasi tersebut, yakni (1) *aspek perencanaan*, diimplementasikan melalui internalisasi nilai-nilai karakter dalam kurikulum pembelajaran yang mengacu pada visi, misi, dan tujuan madrasah; (2) *aspek pengorganisasian*, berupa pembagian tugas dan pemberian SK dari pimpinan madrasah kepada para guru dan pelatih ekstrakurikuler sesuai pengembangan minat dan bakat siswa; (3) *aspek pelaksanaan*, berupa kegiatan pembelajaran di kelas maupun luar kelas berbasis integrasi nilai karakter, serta kegiatan ekstrakurikuler berupa pengembangan potensi siswa berbasis iklim madrasah berkarakter dan menampilkan fitur teladan guru terhadap para siswa; dan (4) *aspek pengendalian/pengawasan*, kerjasama antar pihak internal dan eksternal madrasah (masyarakat sekitar) dalam memantau perkembangan karakter siswa, baik di kelas maupun di luar kelas.

Kata Kunci: Manajemen, Pendidikan Karakter.

Abstract

This study aims to describe the implementation of character education management in madrasahs, from aspects of planning, organizing, and implementing, to controlling/supervising. This type of research is qualitative with a descriptive study method. The informants in the study included the head of the madrasa, deputy head of the madrasa, the teacher council, the madrasa administration section, and students. Data collection was carried out using interviews, observation, and document studies. Then, it is analyzed by sorting the data, presenting the data, and drawing conclusions. The results of this study indicate that the implementation of character education management in madrasahs has been carried out well in madrasahs. This is a joint effort of the madrasa leadership in collaboration with the teacher council, homeroom teacher, guidance, and counseling teachers in monitoring the development of student character. The concrete forms of implementation, namely (1) planning aspects, are implemented through the internalization of character values in the learning curriculum that refers to the vision, mission, and goals of the madrasa; (2) the organizing aspect, in the form of division of tasks and the provision of SK from the madrasa leadership to teachers and extracurricular trainers according to the development of students' interests and talents; (3) implementation aspects, in the form of learning activities in the classroom and outside the classroom based on the integration of character values, as well as extracurricular activities in the form of developing the potential of students based on the madrasa climate with character and displaying the features of the teacher's role model for students; and (4) aspects of control/supervision, cooperation between internal and external parties of the madrasa (surrounding community) in monitoring the development of student character, both in class and outside the classroom.

Keywords: Management, Character Education.

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INTRODUCTION

The condition of the learning community in Indonesia is experiencing a re-orientation regarding the main goal of education based on the nation's constitution (the 1945 Constitution), which is to educate the nation's life (Nuryanta, 2015: 111-130; Imanullah, 2019: 87-100; Pramudia, 2006: 29-35). The tendency of the Indonesian people to also feel the fear of the "confusion" of learning taught in educational institutions. This is based on the acceleration of the needs of the Indonesian people for superior and competitive human resources in the technological era with its various dynamics (Ilham, 2019: 109-122). Of course, mastery of science and technology (IPTEK) is a prerequisite for the nation's generation to respond to the various dynamics that occur.

In the context of madrasas, science and technology alone are not seen as sufficient in equipping the lives of the current generation to respond to various changes, spiritual deepening and socio-emotional education are needed in children, so that they can create quality products for the progress of the nation (Rusniati, 2015: 105-128). Thus, the nation's generation will have a balance of science and technology and IMTAQ (Faith and Taqwa). This overall ownership will be reflected in the attitude or character of the nation's generation. The hope is that a generation that is technologically literate and has noble character will be born.

The process of debriefing or coaching is given to generations (students) and is strategically carried out in the family and madrasah environment. For this reason, the family must be able to bring a sense of comfort, transparency, and responsibility to each family member (Idris, 2009: 13-32). In the context of madrasas, efforts are needed to realize quality learning for students. The main goal is to create a generation with noble character, complete personality, and love for the nation.

According to Koesoema (2007), the dignity of a nation lies in a generation that is tough and survives, and has a complete personality in displaying the nation's uniqueness. Furthermore, Samani & Hariyanto (2012), this effort can be done through a quality learning process, which can stimulate students independently to develop their potential as a provision for the future. For this reason, the madrasa that has been mandated by law is responsible for developing the social culture and life skills of students.

Regard to personality can be interpreted as a unique value (distinctive) that is imprinted in the self, and displayed by a person's actions (body parts). In line with this, Gunawan (2014) suggests that a person's personality is intact in accordance with guidance (religion and culture). According to Lickona (2013), a good personality is a reflection of one's actions based on the truth held by oneself and also recognized by others. Based on these opinions, it is understood that a good personality grows as an attitude that is in accordance with the boundaries of *hablum minallah*, *hablum minannas*, and *hablum minal 'alam*. While a bad personality has an impact on social moral degradation which is detrimental to themselves and many others.

The rise of social phenomena that display an attitude of personality degradation, for example, the frequent formation of brawls between students and between students, and the attitude toward drinking and gambling. Moreover, in most big cities, this routine tends to become a "tradition" and forms a constant pattern, so that among them they form "mortal enemies". The rise of "motorcycle gangs" often leads to acts of violence that disturb residents, especially criminal acts such as burglary, torture, and even murder. In responding to this, learning has an important role as anticipation and self-education for the nation's generation to avoid this unwelcome behavior (Prasetiawati, 2018: 177-186). On this basis, the government seeks to create various programs that mainstream morality as a result of learning, such as character education and mental revolution.

The concept of character education is not only focused on continuing education for everyone but also seeks to make every learning process valuable and meaningful for students, as a process of positive character formation. In this context, madrasas are responsible for facilitating student learning needs and creating a conducive and educative learning climate to create students with character. Furthermore, Mulyasa (2012) emphasized that character education does not only teach students to know and understand classifying good-bad or right-wrong actions because more than that there are efforts to instill habits that become whole personalities

for students in displaying commendable behavior. In line with this, Gunawan (2014) argues that the main function of character education is to develop the potential of students to be egalitarian, multicultural, tolerant, and have high competitiveness globally based on morality.

Through character building, students are expected to be able to apply their knowledge independently, examine, internalize, and personalize the values of character and noble character so that they are manifested in everyday behavior in society (Wiyani, 2012). Therefore, optimizing character building in madrasas is necessary, considering that madrasas are formal educational institutions that produce the nation's generation. Character development in madrasas must involve all components (stakeholders), including the education component itself, namely curriculum content, learning and assessment processes, quality of relationships, management or administration of matters, madrasa management, implementation of activities, strengthening infrastructure, financing and work ethic for all madrasa residents and their surroundings.

Madrasah Tsanawiyah (MTs) Muallimin Univa Medan is one of the madrasas under the auspices of the Ministry of Religion of the Republic of Indonesia. This madrasa has a vision and mission in the form of efforts to realize superior quality madrasas based on morality and the development of the value of piety to Allah SWT. On this basis, the researcher chose the madrasa as a research setting that was in accordance with the theme of implementing character education.

Indeed, relevant research on the implementation of character education has been widely studied, from various research backgrounds and study points of view. Among them are discussing aspects of the concept of character education (Akhwan, 2014: 61-67; Hasanah, 2015: 126-137), strengthening character education (Anshori, 2017: 63-74; Khamalah, 2017: 200-215; Nurhayati, 2017: 165-180), internalization of character values (Isnaini, 2013: 445-450), character education management (Salim, 2015: 1-16; Wiyani, 2012), implementation of character education (Lubis & Nasution, 2017: 15-32; Riadi, 2016; Amrullah, 2012; Karim, 2017: 45-56; Abdullah, *et.al.*, 2015: 537-560), character education policy development (Prasetyo, 2020: 83-102; Sirait, 2017), the role of madrasa/school principals in strengthening character education (Djihadah, 2020: 1-10; Herdi, *et.al.*, 2022), character education models (Hidayatullah, 2019: 19-28), and the influence of extracurricular activities on student character (Amreta, 2018: 26-38).

Observing the relevant research above, it is known that the study of character education from the managerial deepening aspect has not been specifically discussed. On this basis, researchers seek to examine how the implementation of character education management in madrasas. Summarized in the title: "*Implementation of Character Education Management in Madrasahs*". Through this research, it is hoped that a concept and practice of planning, implementing, monitoring, and evaluating (evaluating) character education in madrasas can be obtained.

METHOD

This study used descriptive qualitative method. This qualitative research aims to gain insight into the management of character education. This descriptive method is a method that seeks to describe and explain objects actually and as they are. This method is used to explain the management of character education at Madrasah Tsanawiyah Muallimin Univa Medan.

This research has been carried out by the author at Madrasah Tsanawiyah Muallimin Univa Medan to know the planning, implementation, and supervision of character education. The sources of data in this research are the people in the madrasa, including the Head of the Madrasa, All Deputy Heads of Madrasas, Teachers of Study, Counseling Teachers, and Students at MTs Muallimin Univa Medan. And the time of the research that the author has carried out for 3 consecutive months, namely from September to December 2021.

Data collection techniques in this research is to use interview analysis techniques, observation, and document study. After the data collection process is carried out, the next step is to analyze the data. The data and information that has been obtained will be analyzed with a qualitative pattern and interpreted continuously

from the beginning of the study until the end of the study (Assingkily, 2021). The data analysis was carried out using the data analysis model of Miles and Huberman, which consisted of (a) data reduction (decreasing information), (b) data presentation, and (c) conclusions. The analysis process is carried out to help researchers facilitate and organize the pile of data obtained, whether the data is stored if it does not meet the will of the research question. The method used to check the validity of the data is the triangulation method by utilizing various methods as a consideration.

RESULTS AND DISCUSSION

Collecting information from research results obtained from direct observation and interviews with Madrasah principals, teachers, and students and documentation at MTs Muallimin Univa Medan, until the next step the researcher wants to carry out an analysis of information from research results to explain further the research that has been done.

Based on the discussion selected by the researcher, the method of analyzing qualitative descriptive information or the presentation of the results of the analysis of information obtained from interviews, field notes, and other materials that have been collected by researchers for reporting. Researchers process the information that has been collected through interviews, observations, field notes, and documents. After that, the information is analyzed in such a way that it becomes an easy-to-understand information exposure and then processed with a qualitative approach.

MTs Muallimin Univa Medan in carrying out character education in its madrasah has carried out the management concept as a whole, as has been in Siagian who stated that management functions include: planning, organizing, monitoring and assessing (Syafaruddin, 2005). All of these functions have been carried out in carrying out character education, along with an explanation of each implementation of the management function that has been found in the findings section above.

This is in accordance with what was expressed by Wiyani (2012) that the application of education in schools can be achieved at least through four alternative strategies in an integrated manner. First, integrating character education content that has been formulated into all subjects. Second, integrating character education into daily activities at school. Third, integrating character education into programmed or planned activities. Fourth, build collaborative communication between schools and parents of students

Character Education Planning At Mts Muallimin Univa Medan

The implementation of Character Education at MTs Muallimin Univa Medan is carried out in an integrated manner through 3 main roads, namely integrated through educational activities, integrated through extracurricular activities, and integrated through cultural development activities. In education, materials are raised that can instill personality values in students. The design of the implementation of each activity in the madrasa is composed of components in the form of objectives, modules, facilities, agendas, and instructors/facilitators supported by supporting facilities for implementation.

Character Education at MTs Muallimin Univa Medan is documentally integrated into the curriculum. The integration of character education into the curriculum is in accordance with the guidelines for implementing character education, namely a unitary curriculum for the learning unit. Character Education at MTs Muallimin Univa Medan is listed in the curriculum starting from the vision, mission, goals, structure and content of the curriculum, learning calendar, syllabus, and lesson plan (RPP).

The development of character education at MTs Muallimin Univa Medan is socialized to the madrasa community including teachers, employees, and students as well as parents and residents around the madrasa. This is in accordance with the stages of character education development, the department of learning and culture reports that character education development requires character education socialization and carrying out joint commitments between all components of the madrasa community/learning unit (stakeholders). Socialization is

carried out carefully to various parties so that the character education offered can be understood and applied optimally, because socialization is a step that will support and ensure the success of character education.

Character education planning at MTs Muallimin Univa Medan is structured in learning, character education planning in extracurricular activities, and character education planning in cultural activities. Further, here is the description:

1. Character Education Planning in Learning

A teacher is certainly obliged to carry out teaching preparation, because with good preparation, so that they want to be able to facilitate the implementation of teaching and further improve learning outcomes, one form of this teaching preparation is to make a lesson plan or known as lesson plans and provide media if needed.

Based on the findings in the field, the researchers stated that the educational planning that had been prepared by the MTs Muallimin Univa Medan teacher was in accordance with the guidelines for implementing character education in madrasas from the Ministry of Learning and Culture which reported that the syllabus education planning, lesson plans and teaching materials were designed so that the content or activity the learning facilitates/ has insight into Character Education. As for what is done by the teacher to make syllabus, lesson plans, and teaching materials with an insight into character education in accordance with the guidelines for implementing Character Education in Madrasas from the Ministry of Learning and Culture by adapting the syllabus, lesson plans, and teaching materials that have been made/available by increasing/adapting activities Education that has the character of facilitating the recognition of values, realizing values, and the internalization of values.

2. Character Education Planning in Extracurricular Activities

Based on the findings in the field through interviews with the head of the Madrasah, the researchers saw that the planning of Character Education in extracurricular activities at MTs Muallimin Univa Medan was in accordance with the guidelines for extracurricular activities of Character Education of the Ministry of Learning and Culture, which reported that the planning of extracurricular activities in the learning unit was carried out through the analysis stage. energy sources needed in organizing extracurricular activities, identifying student needs, abilities, and attention, determining the form of activities being held, seeking energy sources according to students' options or channeling them to learning units or other institutions, arranging extracurricular activities (Regulation of the Minister of Learning and Culture of the Republic of Indonesia) Indonesia No. 62 of 2014 concerning Extracurricular Activities in Lower Learning and Middle Learning, article 4 paragraph 2). MTs Muallimin Univa Medan plans extracurricular activities to be carried out, including scout extracurriculars (as mandatory extracurriculars), Futsal, Table Tennis, Al-Quran Recitations, Mading, Scientific Works, English, Arabic, PMR.

3. Character Education Planning in Cultural Development Activities

Based on the findings in the field, the researchers saw that the planning for character education in cultural development activities at MTs Muallimin Univa Medan was designed at the beginning of the school year. This is in accordance with the guidelines for implementing Character Education from the Ministry of learning and culture, which reports that madrasa activities that are accompanied by all or some students, teachers, heads of Madrasas, and administrative staff at the Madrasah, are planned from the beginning of the school year, are included in the Academic Calendar and are included in the Academic Calendar. Tried every day as part of the Madrasa culture. The types of activities planned in developing Madrasah culture are tried through self-development activities, namely: regular activities, incidental activities and exemplary activities. Regular activities that are held are shaking hands, flag ceremony, clean Friday and charity Friday. On the other hand, incidental activities are fundraising hirau, compensation for orphans and old widows, and commemoration of Islamic holidays. On the other hand, the activity of exemplary discipline is arriving at school on time and maintaining a clean environment.

Organizing Character Education at Mts Muallimin Univa Medan

In organizing or dividing the duties of educators and education staff, it is divided into 3 parts: division of tasks for teachers in education, division of duties for teachers and employees in extracurricular activities, division of tasks for teachers in cultural development. Organizing is the necessary grouping of activities, namely the determination of the organizational structure as well as the duties and functions of each unit in the organization. Organizing can also be said as the overall management activities in grouping people and assigning tasks, functions, authorities, and responsibilities of each with the aim of creating activities that are useful and successful in achieving the goals that have been set.

According to Mulyasa (2012), organizing is the process of employing two or more people to work together in a structured way to achieve specific goals or several goals. In essence, organizing means: 1) determining the activity resources needed to achieve organizational goals; 2) designing and developing working groups containing people who are able to bring the organization to its goals; 3) assign a person or group of people in a certain task and function responsibilities; and 4) delegate authority to individuals related to the flexibility to carry out tasks. Here's the description:

1. Division of Teacher Duties in Learning

Based on the findings in the field, the researchers saw that the division of teacher duties in educational activities at MTs Muallimin Univa Medan was in accordance with the guidebook for implementing the duties of teachers and supervisors which included the scope of work of teachers, working hours, explanation of tasks per type of teacher, as well as meeting the obligations of teacher face-to-face hours. . So, the application of the division of tasks for educators and education staff obtained or received by the teacher is in accordance with their respective fields, this can be seen from their diplomas or abilities, because there are subjects that are taught that are not in accordance with their fields, such as local content subjects of crafts.

2. Division of Duties of Teachers and Employees in Extracurricular Activities

Based on the results of research in the field, the division of tasks for teachers in extracurricular activities in accordance with the guidelines for extracurricular activities of the department of learning and culture is the Regulation of the Minister of Learning and Culture which reports that the implementation of extracurricular activities must be supported by the availability of coaches. So, not only the availability of coaches for each extracurricular, MTs Muallimin Univa Medan also thinks about the availability of supporting facilities and infrastructure and is also adjusted to the talents and attention of the students.

For the author, it is true that every teacher who is assigned to assist in the implementation of extracurricular activities before accompanying students must be provided first so that the teacher really understands the extracurricular field he is in, so that what is expected from the Madrasa so that students are able to participate in the extracurricular field can be achieved in accordance with with expectations.

3. Division of Duties of Teachers and Employees in Cultural Development Activities

Based on the findings in the field, the division of tasks for teachers and employees is divided according to their respective abilities, for example homeroom means finding a part to guide their class, as well as for a wider scope such as BK teachers and Waka Kesiswaan finding a wider section to guide their students. There is a committee or person in charge of large activities such as social services, compensation and commemoration of Islamic holidays (PHBI).

Implementation of Character Education at Mts Muallimin Univa Medan

In the application of character learning, it is divided into 3 parts: the application of character education in education, the application of character education in extracurricular activities, and the application of character education in cultural development. In the context of character education management, this function is carried out by the principal, namely through the act of stimulating teachers and other school personnel to carry out tasks

with enthusiasm and good will to achieve goals with enthusiasm. work consisting of a number of work units (classrooms, classroom teachers, counseling guidance, school health efforts), sensitivity to a number of service needs for school personnel, teacher training, coordination which includes division of labor and specialization on the basis of their respective professional responsibilities, work spirit at the same time, the availability of facilities and smooth contact relations for all parties and starting the stages of an activity correctly and maintaining the quality of work as a continuous process.

According to the Ministry of Religion, character education in schools/madrasas is also closely related to the management or management of schools/madrasas. The management in question is how character education is planned, implemented, and controlled in educational activities in schools/madrasas adequately. Thus, school management is one of the effective media in character education in schools/madrasahs.

1. Implementation of Character Education in Learning

The results of the findings in the field can be explained by the researchers that the application of Character Education in the education of MTs Muallimin Univa Medan is in accordance with the guidelines for implementing Character Education of the Ministry of Learning and Culture, which reports that educational activities from the preliminary, core, and closing stages of activity, are selected and implemented so that students practice the values-targeted personality values.

Based on field observations, the educational characteristics of MTs Muallimin Univa Medan are carried out efficiently, effectively, actively, creatively, innovatively, excitingly, and intellectually. Educational goals can be achieved by students as expected. Students not only understand cognitive competence, but also affective and psychomotor competencies. Educational activities are student-focused and dominated. The teacher actively monitors, guides, and concentrates student learning activities.

The stages of the educational process at MTs Muallimin Univa Medan consist of preliminary, core, and closing activities. Personality values that are instilled in preliminary activities, among others, the teacher arrives on time. The value that is instilled is discipline. The teacher greets students in a friendly manner when entering the classroom. The instilled value is polite and indifferent. Pray before opening the lesson. The value that is instilled is religious. Check student arrival. The instilled value is discipline and active. Pray for students who do not show up because of illness or other obstacles. The values that are instilled are religious and indifferent. Confirm that each student arrives on time. The value that is instilled is discipline. Reprimand students who are late politely. The values that are instilled are discipline, polite, and indifferent. By referring to the syllabus, lesson plans, and teaching materials, it conveys the personality items to be raised, not only those related to KI/KD.

Personality values that are instilled in core activities include linking students to find extensive and deep data about the topics/themes of the modules studied by practicing the natural principles of being a teacher and learning from various sources. The values instilled are independent, logical thinking, creative, and cooperative.

Using a variety of educational approaches, educational media, and other learning resources. The values instilled are creative and hard work. Facilitate the formation of interactions between students and between students and teachers, areas, and other learning resources. The values instilled are cooperation, mutual respect, and respect for the area. Actively engage students in every educational activity. The value that is instilled is a sense of self-confidence, and independence. Adjusting students to read and write various kinds of tasks through certain meaningful tasks. The values that are instilled are love of knowledge, creativity, and logic. Facilitating students through giving assignments, dialogues, and others to generate new ideas either orally or in writing.

The instilled values are creative, self-confident, critical, mutual respect, polite. Provide opportunities to think, analyze, solve problems, and act without worry. The values that are instilled are creative, confident, and critical. Facilitate students in cooperative and collaborative education. The instilled values are cooperation, mutual respect, and responsibility. Facilitate students to make exploratory reports that are tried either orally or in writing, individually or in groups. The instilled values are honesty, responsibility, self-confidence, mutual

respect, independence, and cooperation. Facilitate students to present the results of individual or group work. The values instilled are self-confidence, mutual respect, independence, and cooperation. Facilitating students to carry out exhibitions, tournaments, festivals, and the resulting products.

The values instilled are self-confidence, mutual respect, independence, and cooperation. Facilitating students to carry out activities that increase student pride and self-confidence. The values instilled are self-confidence, mutual respect, independence, and cooperation. Share positive feedback and reinforcement in the form of oral, written, gesture, or reward for student success. The values that are instilled are mutual respect, self-confidence, polite, critical, and logical. Sharing confirmation of the results of exploration and elaboration of students through various sources. The values that are instilled are self-confidence, logical, and critical. Facilitating students to do reflection to get a learning experience that has been tried. The value embedded is mastering the advantages and disadvantages.

Facilitating students to further/deep/widely gain knowledge, skills, and behavior, among others, with teachers acting as resource persons and facilitators in responding to problems of students experiencing difficulties, by using standard and correct language. The instilled value is indifferent and polite. Teachers help solve problems. The value invested is indifferent. The teacher provides a reference so that students can check the results of exploration. The value invested is critical. The teacher provides data to explore further. The value that is instilled is a love of knowledge. The teacher distributes motivation to students who are less or have not actively participated. The value that is instilled is indifferent and self-assured.

In closing the activities of the instilled personality values, among others, the teacher together with students and/or makes a summary/conclusion of the lesson. The instilled values are independent, cooperative, critical, and logical; carry out evaluations and/or reflections on activities that have been carried out in an unchanging and timely manner. The instilled value is honesty, recognizing strengths and weaknesses; share feedback on educational processes and outcomes. Designing follow-up activities in the form of remedial education, enrichment, counseling services and/or distributing tasks, both individual and group assignments, according to student learning outcomes; present the educational plan at the next meeting. The value invested is. Pray at the end of the lesson. The value that is instilled is religious.

2. Implementation of Character Education in Extracurricular Activities

The findings obtained by the researcher explained that the application of Character Education in extracurricular activities at MTs Muallimin Univa Medan was in accordance with the Guidelines for the Implementation of Character Education of the Ministry of Learning and Culture, which reported that extracurricular was part of student development, which included the group for improving the quality of learning.

Extracurricular activities are designed to improve the quality of learning in Madrasahs, which strengthen competence and enrich the learning experience of students through activities outside of class hours. MTs Muallimin Univa Medan organizes extracurricular activities consisting of scout extracurriculars as mandatory extracurriculars and optional extracurriculars, namely: Futsal, Table Tennis, Al-Quran Recitations, Mading, Scientific Works, OSN Mathematics, OSN Science, OSN Social Sciences, English, Arabic, PMR, Batik.

3. Implementation of Character Education in Cultural Development Activities

Based on the findings in the field, it can be said that the application of civilizing and cultural development activities at MTs Muallimin Univa Medan is in accordance with the guidelines for implementing Character Education of the Ministry of Learning and Culture, which reports that the development of Madrasa culture learning activities are tried through self-development activities, namely: regular activities, activities automatic, exemplary, and conditioning.

Regular activities carried out by MTs Muallimin Univa Medan include flag ceremonies, praying together, class pickets, commemorating national holidays, commemorating religious holidays, clean Fridays, and charity Fridays. On the other hand, incidental activities carried out by MTs Muallimin Univa Medan were fundraising

aimed at friends or family affected by the disaster, compensation for orphans and widows. Next, the exemplary activity is that teachers and employees share concrete examples of good examples before asking students to do it.

For writers, in implementing Character Education in cultural development activities, the entire Madrasa community participates and helps the schedule or activity, so not only those who are on duty but all those who have the expertise to help make the activity or schedule more efficient and effective and want to be maximized.

Supervision of Character Education at Mts Muallimin Univa Medan

In the supervision of character learning, it is divided into 3 parts: supervision of Character Education in education, supervision of Character Education in extracurricular activities, supervision of Character Education in cultural development. According to Tyler in Arikunto, *et.al.* (2008), program evaluation is a process to find out whether educational goals have been realized. With the evaluation and control process of character building activities, these activities will be more controlled in terms of planning, implementation, to the results of these activities, along with an explanation of supervision on each activity in the formation of student character.

1. Supervision of Character Education in Learning

Supervision of Character Education in education is directly tried by subject teachers. Teachers play a very strategic role, especially in supervising the bond between students in educational activities in the classroom, shaping personality, and improving students' abilities. In this case the teacher is assisted by the waka for student affairs and the BK teacher. Supervision of Character Education in education directly by the Madrasah head is only tried when carrying out supervision, when not supervising the Madrasah head always carries out supervisory activities by obtaining reports from teachers, homeroom teachers, BK teachers and deputy principals student madrasa.

2. Supervision of Character Education in Extracurricular Activities

Supervision of Character Education in extracurricular activities is directly tried by extracurricular builder teachers. Supervision of character education in extracurricular activities by the head of the madrasa is carried out in two ways, namely directly and indirectly. Supervision of Character Education in extracurricular activities directly by the head of Madrasah is tried when the head of Madrasah monitors extracurricular activities, and supervision of Character Education in extracurricular activities indirectly by the head of Madrasah is tried by checking monthly reports. Not only that, the head of the Madrasah is assisted by the waka of student affairs to participate in supervising the extracurricular activities so that they are always in accordance with the regulations, namely in terms of order and student behavior. Extracurricular guidance teachers play a very strategic role, especially in supervising extracurricular activities, shaping personality, and improving students' abilities and no less important is monitoring the growth of students in their talents.

3. Supervision of Character Education in Cultural Development

Supervision of Character Education in civilizing activities and cultural development is directly attempted by all components of Madrasah, especially teachers and education staff. The teacher in charge of cultural activities and cultural development plays a very strategic role, especially in supervising the course of activities so that they are in accordance with what is planned. Based on the findings in the field, the researcher can explain that the supervision of Character Education at MTs Muallimin Univa Medan which has the nuances of Character Education by linking all components contained in Madrasahs.

The process of supervising character education is carried out by the head of the madrasa and all components of the madrasa. Administratively, the head of Madrasah tries to supervise the implementation of the activity documents owned by the person in charge/executive of the activity. The results of the supervision become a reference material for the management of Character Education in the coming year, so that this Madrasah continuously improves Character Education in various lines of social life in Madrasahs. For writers in

supervising character education in cultural development activities, all parties should participate and in supervising them, for example employees, cleaners, security officers, so that in the implementation of cultural development.

CONCLUSION

Based on the description above, it can be concluded that the implementation of character education management in madrasahs has been carried out well. This is a joint effort of the madrasa leadership in collaboration with the teacher council, homeroom teacher, guidance and counseling teachers in monitoring the development of student character. The concrete forms of implementation, namely (1) planning aspects, are implemented through the internalization of character values in the learning curriculum that refers to the vision, mission, and goals of the madrasa; (2) the organizing aspect, in the form of division of tasks and the provision of SK from the madrasa leadership to teachers and extracurricular trainers according to the development of students' interests and talents; (3) implementation aspects, in the form of learning activities in the classroom and outside the classroom based on the integration of character values, as well as extracurricular activities in the form of developing the potential of students based on the madrasa climate with character and displaying the features of the teacher's role model for students; and (4) aspects of control/supervision, cooperation between internal and external parties of the madrasa (surrounding community) in monitoring the development of student character, both in class and outside the classroom.

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