Characteristics Of Students In Educational Management

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ABSTRACT

This research is an effort to explore, identify and analyze the various characteristics possessed by students in the realm of educational management. The main focus of research is to understand various individual aspects, such as perceptions, skills and needs that influence the teaching and learning process in the educational environment. The research method applied involves a qualitative approach with in-depth analysis of literature, academic journals and case studies relevant to this topic. The data collected provides a holistic picture of the diversity of student characteristics. The results of the analysis show that there is significant diversity in various aspects, including variations in intelligence levels, learning preferences, socio-cultural aspects, and other internal factors that influence student characteristics. The implication is the need for an approach that understands and respects this diversity in managing education to be more effective, inclusive and responsive to the needs of individual students in the educational environment.

Keywords: Character, Students, Education Management.

ABSTRAK

Penelitian ini merupakan upaya untuk mengeksplorasi, mengidentifikasi dan menganalisis berbagai karakteristik yang dimiliki peserta didik dalam ranah manajemen pendidikan. Fokus utama penelitian adalah memahami berbagai aspek individu, seperti persepsi, keterampilan dan kebutuhan yang mempengaruhi proses belajar mengajar di lingkungan pendidikan. Metode penelitian yang diterapkan melibatkan pendekatan kualitatif dengan analisis mendalam terhadap literatur, jurnal akademik dan studi kasus yang relevan dengan topik tersebut. Data yang dikumpulkan memberikan gambaran holistik tentang keberagaman karakteristik siswa. Hasil analisis menunjukkan terdapat keragaman yang signifikan dalam berbagai aspek, antara lain variasi tingkat kecerdasan, preferensi belajar, aspek sosial budaya, dan faktor internal lain yang mempengaruhi karakteristik siswa. Implikasinya adalah perlunya pendekatan yang memahami dan menghargai keberagaman tersebut dalam mengelola pendidikan agar lebih efektif, inklusif dan responsif terhadap kebutuhan individu siswa dalam lingkungan pendidikan.

Kata Kunci: Karakter, Siswa, Manajemen Pendidikan.

INTRODUCTION

Learner characteristics in the context of educational management include various aspects that influence the teaching and learning process. Individual backgrounds, such as social, economic, cultural and environmental contexts of residence, play an important role in shaping students' thinking patterns, values and behavior in the educational environment. Internal factors also play a crucial role, such as intelligence, interests, talents, and unique learning styles for each student. In addition, differences in cognitive abilities, emotional intelligence, and learning preferences are an important part of the diversity of learner characteristics. This influences how students absorb, process and assimilate information in the learning context. Variations in life experience, level of previous knowledge, and physical and mental abilities also play an important role in educational management. A deep understanding of these various characteristics helps educators design learning strategies that suit the needs and potential of each student, thereby supporting holistic and inclusive development in the educational environment.

METHOD

This research is included in the classification of library studies which, according to Nazir, is a data collection method carried out by analyzing books, literature, notes and reports related to the issue being investigated. The author has analyzed various existing sources of information, especially focusing on the basic concepts of Islamic education policy analysis in the data collection process. This research uses a qualitative descriptive approach that prioritizes understanding current conditions. Mardalis explained that the qualitative descriptive approach involves efforts to describe, record, analyze and interpret situations that are occurring or existing (Sylva Alkkornia, 2016).

RESULTS AND DISCUSSION

1.   Learner Character Concept

Education is a process that leads to the guidance and development of all aspects of human life, both spiritual and physical, which takes place gradually (Muhammad Arifin, 1993). Achieving maturity which aims at optimizing growth and development can only occur through a series of processes towards the final goal. In another context, education is a series of planned activities aimed at guiding and teaching individuals so that they can develop into human beings who have noble morals or character. This concept of character formation is also explained in Article 1 of the 2003 SISDIKNAS Law which outlines the goals of national education, including developing the potential of students to have intelligence, personality and good character (Agus Rukiyanto, 2009). Through the mandate of the 2003 SISDIKNAS Law, education is directed not only at creating individuals who are intellectually intelligent, but also who have good personality or character. This aims to ensure that the nation's next generation can grow up

Maimunah Permata Hati Hasibuan, Iskandar, Martinis Yamin

with character that is reflected in the noble values of the nation and religion (Ministry of Education. 2003).

More specifically, education is defined as efforts and training to develop all the potential that exists within humans, both mentally, morally and physically. This aims to create mature and responsible individuals, who have noble character. In the definition conveyed by Lickona, character describes a person's ability to respond to situations with a strong moral attitude. He emphasized that character is formed from the relationship between knowledge about goodness, then the internalization of that knowledge, which is then reflected in real good actions. When we talk about character learning, this involves three domains in learning objectives, namely the domains of knowledge (cognitive), attitudes (affective), and skills (psychomotor). Character education does not only revolve around the concept of right and wrong, but is more about getting used to good behavior and encouraging goodness within oneself (Rahman, Taufiqur, and Siti Masyarafatul Manna Wassalwa, 2019).

Management, according to Jahari and Suharsaputra, is a process that includes planning, organizing, activating, implementing and supervising. The aim is to utilize science and art to achieve predetermined goals. In the view of education, it is a process that prepares generations to live life and achieve life goals more effectively and efficiently. The hope is that through education, a young generation of quality, broad knowledge, good personality and responsibility for the future will be created. To realize these educational goals or hopes, effective educational management is needed in every educational institution (Suharsaputra, U. 2011).

Character education is an effort by teachers that has an impact on the character and behavior of students. The main aim of character education is to shape the personality of students so that they become good individuals, as well as responsible members of society and citizens. The criteria for a good individual include accepting and practicing social values that are relevant to the culture that develops in their environment. Thus, the essence of character education is the teaching of high values originating from the Koran and Hadith, intended to develop the ethics and character of the nation's next generation (Badrudin, 2013).

Moral cultivation is one of the key pillars in character education. Through programs in moral education, the hope is to create citizens who are active in various fields and have the skills needed in their environment. The skills required include physical aspects such as painting, the ability to have positive social interactions with others, as well as a deep understanding of citizenship which has a positive impact on life together (Hasanah, Hasyim, 2013).

Etymologically, the word "character" comes from the English word "character," which refers to a person's nature or character. Character is explained as a set of values that reflect an individual's character, morals or personality which are formed from the recognition and acceptance of various principles that are firmly held, and are used as a guide in thinking, behaving, speaking and acting in

Maimunah Permata Hati Hasibuan, Iskandar, Martinis Yamin

everyday life. According to the Ministry of National Education's Language Center, character is defined as innate traits, heart, soul, personality, manners, behavior, personality, character, temperament and disposition. Meanwhile, "character" means having a strong and consistent personality, behavior, traits, habits and character (Hasanah, Hasyim, 2013).

The National Policy for National Character Development defines character education as a planned and structured effort to create an environment and process that utilizes the potential of students in forming superior personal or group character, both in their role as part of society. The goal is to build character who is able to make an optimal contribution in forming a society that has values, such as respect for the Almighty God, just and dignified humanity, a spirit of Indonesian unity, a spirit of democracy based on deliberation or representation, and the implementation of social justice for all people. Indonesia (Ministry of Education Big Indonesian Dictionary. 2001).

A person of character is defined as an individual with a strong personality, consistent behavior, and trustworthy traits. In this context, character is often considered parallel to personality or morals. Personality refers to a person's unique features, characteristics, or traits that are influenced by the environment, including family experiences in childhood and inborn factors (Government of the republic of Indonesia. 2010).

Character education is different from moral education because it does not only revolve around the concept of right or wrong, but rather prioritizes the formation of positive habits in daily routines. The goal is to prepare children with understanding, concern, awareness, and commitment to good values. According to Wynne, character comes from the Greek meaning "to mark," which emphasizes the application of good values in real behavior. Character education involves a system that teaches these values to students with a focus on a high level of awareness, understanding, concern and commitment to implementing them in everyday life (Koesoema, D.A. 2007).

When children experience difficulties in adapting socially, this can lead to delinquent behavior. According to Santrock, quoted by Puslitjakdikbud, this situation can occur because children spend more time with their peers outside the home than in the family environment. They tend to spend time outside the home with their peers as a group. From these observations it can be concluded that the influence of peers on children, such as changes in attitudes, ethics, speaking style, motivation, appearance, and other things, can have a greater impact than the influence of the family environment.

The high number of cases of delinquency among children or students shows that the country is facing a complex crisis. In response to this challenge, the government has taken steps to implement education policies that integrate aspects of culture and national character. Character education is always considered the main foundation in achieving the vision of national development, which aims to

Maimunah Permata Hati Hasibuan, Iskandar, Martinis Yamin

form a society that has high morality, ethics and culture, which originates from the values of Pancasila and the 1945 Constitution.

Character education is considered important not only as a basis for achieving the national development vision. According to Azizah, character education also has the aim of: (1) developing the potential of students to become individuals who are kind, have good thoughts and have good behavior; (2) building a nation in accordance with the character of Pancasila; (3) optimizing the potential of citizens so that they have self-confidence, pride in the country, and compassion for fellow human beings (Harun, Cut Zahri, 2013).

Steps to build student character are currently supported by Presidential Regulation no. 87 of 2017 concerning Strengthening Character Education (PPK). The Presidential Regulation emphasizes that PPK is a responsible educational effort in every educational institution to improve the character of students by integrating the development of the heart, emotions, mind and physical activity. This program also involves collaboration between educational institutions, families and communities as part of the National Mental Revolution Movement (GNRM). This Presidential Decree confirms that this movement is implemented at all levels of education and involves all educational components in the school environment.

In the world of education, the main focus of moral development is to develop children's mentality so that they do not deviate from correct values. From a morality perspective, moral development is considered as a method for forming individuals who have high morals, good character and honorable behavior. Through this coaching, the hope is to create humans who have ideal morals, children who have devotion to God and well-formed intelligence (Perdana, Novrian Satria, 2018).

Character education management is the management of educational values and activities which are divided into management stages, namely planning, implementation and evaluation.

a.   Planning in Character Education Management

Planning is the process of determining all activities that will be carried out in the future to achieve certain goals. In the context of character education management, this planning is related to curriculum planning and its supporting aspects. The curriculum is a plan and its implementation which includes learning planning, implementation, evaluation plans, and achievement of learning outcomes. In the context of character education, this planning, according to Wiyani, has an important role in formulating indicators of students' basic competencies. These indicators act as measuring tools to assess the extent to which the vision, mission and goals of character-based education have been achieved or not.

b.   Implementation of Character Education Management

in the Moral Development of Students Organizing is the first step in implementing plans that have been prepared previously. This leads to the

Maimunah Permata Hati Hasibuan, Iskandar, Martinis Yamin

formation of a strong structure in an activity. Implementation involves movements initiated by leaders to members of the organization to produce strong motivation so that members can carry out their duties well. Within the scope of character education, implementation involves the role of school principals, teachers or staff in providing direction to students to develop educational activities that focus on character. This is done by encouraging the development of moral values and stimulating motivation in students. For example, awards are not only given to students who achieve academic achievements, but also to those who excel in non-academic achievements or show consistency in discipline. According to Wiyani, the implementation of the principles of organizing, staffing and coordinating in the context of character-based education, especially in moral development, can be described as follows: (1) Organizing aims to strengthen and internalize noble values in students. This involves managing various aspects of the school to create a school culture that dedicates attention to character formation. This step is carried out by the principal, teachers, staff and other parties in the school as part of instrumental input. (2) Staffing leads to the development of high values for teachers and school employees which will be transmitted to students. This motivates teachers to play an important role in educating students to form a school culture rooted in character education. (3) Meanwhile, Coordinating is aimed at building cooperation with parents to jointly achieve the goals of character education at school. This involvement is expected to make a significant contribution in shaping a school culture that emphasizes character education.

Character-based education can be implemented through various school activities, starting from alignment in subjects, personal development through extracurricular activities, to routine, spontaneous efforts, and habituation through daily culture in the school environment (Azizah, Siti Nur. 2016). Evaluation in character education management includes control and summative evaluation. Control refers to assessing the course of the character education process. In the learning framework, this process assessment is often known as formative evaluation, which has an important role in evaluating the effectiveness of learning (Azizah, Siti Nur. 2016).

Meanwhile, summative evaluation aims to determine the achievement of predetermined competencies. Through this evaluation, the character education process can be controlled so that each achievement can be identified and to ensure that the predetermined criteria are achieved. Assessment in character education takes into account that this evaluation is integrated into learning, thereby producing continuous data related to the character development program.

Research Findings

Research shows that character education management to improve student discipline is still not optimal in accordance with appropriate education management steps. Schools have not been fully able to maximize the management

Maimunah Permata Hati Hasibuan, Iskandar, Martinis Yamin

functions of character education, especially in extracurricular activities which involve planning, implementation and evaluation. In this context, several experts such as Judith in Syafrudin and Umaedi's book express their views on school management which includes several stages. They stated that school management involves processes that include planning, organizing, directing, and monitoring. Their opinion emphasizes that school management involves a series of steps starting from planning, organizing, directing, to monitoring. Apart from that, the management concept also contains the idea of using available resources to achieve educational goals or in accordance with the school's vision and mission.

According to Mulyasa, an important first step in implementing character education in schools is to understand the essence or essence of character education well. The successful implementation of character education in schools, which goes according to plan, can be achieved effectively and efficiently when supported by a strong school management approach. Therefore, the school principal has a very significant role in determining the direction and success of the program (Yusnita, Widodo and Sudarsono. 2005). They act as managers who are not only responsible for achieving specific organizational goals, but also for national education goals in general. This includes the implementation of extracurricular activities that help in forming students' disciplined and responsible character. To achieve the program objectives that have been formulated by the school through the implementation of character education management in improving student discipline, an integrated approach to school management must be focused on improving its quality. Quality here refers to the school's ability as an educational institution to provide maximum service and produce graduates in accordance with the stated educational goals. This concept is in line with Ali's view which describes that quality management basically involves all management function activities, starting from planning, organizing, controlling, to leadership which determines quality policies, objectives and responsibilities, as well as implementing them through management tools such as planning, control, assurance and quality improvement (Rahman, Taufiqur and Siti Masyarafatul Manna Wassalwa. 2019).

CONCLUSION

Conclusions in this research student character reflects the quality of school quality management which covers all school activities by carrying out management functions systemically, starting from the planning, organizing, implementing and controlling stages in order to achieve the predetermined vision and mission. As explained by Ali, "quality education is a hope and goal in improving the character of students, both for each individual and in general for institutions.

Maimunah Permata Hati Hasibuan, Iskandar, Martinis Yamin

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Maimunah Permata Hati Hasibuan, Iskandar, Martinis Yamin