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**Management of Strengthening Islamic Character Education
in Senior High School**

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MANAGEMENT OF STRENGTHENING ISLAMIC CHARACTER EDUCATION IN SENIOR HIGH SCHOOL

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Abstract

Islamic character education aims to continuously shape individual self-improvement to train one's ability to lead a life through Islamic guidance. This study aimed to determine: strengthening programs, strengthening implementation, determinant factors in strengthening, and obstacles faced in strengthening Islamic character education at MAN Aceh Besar. This study used a descriptive method with a qualitative approach. Data collection techniques were carried out through observation, interviews, and documentation study. The research subjects were supervisors, school principals, and teachers. The results showed that: (1) The formulated program was incomplete and not detailed, especially regarding using the budget for teacher training activities. The program that was arranged was still implemented as well as possible by the principal to strengthen Islamic character education; (2) The program was implemented by involving all school personnel; (3) The principal followed up on the determinant factor in strengthening Islamic character education is through monitoring activities appropriately every activity that has been programmed; and (4) Obstacle encountered in strengthening Islamic character education include the lack of available funds for teacher training outside of service hours.

Keywords: Educational; Management; Islamic; Character.



A. Introduction

Education is an orderly system with a reasonably broad mission: everything related to physical development, health, skills, thoughts, feelings, wills, social issues, and issues of belief or faith. According to Engkoswara (2015) the purpose of education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, noble moral intelligence, and skills needed by themselves, society, the nation, and the State. The purpose above shows that the school as a formal educational institution has a heavy load in carrying out the educational mission. This is especially so if it is related to the rapid changes of the times, which significantly affect students in thinking, behaving, and behaving, especially those still developing in the transition period who are looking for self-identity.

According to Darwis (2018), "the objectives of national education are strengthened in the Strategic Plan of the Ministry of National Education 2010-2014, it has been determined that character education must be applied to all levels of education in Indonesia." Madrasah Aliyah is a secondary education level in formal education in Indonesia, equivalent to Senior High School, which is managed under the Ministry of Religion. Madrasah Aliyah education is taken within three years. The Madrasah Aliyah curriculum is the same as the SMA curriculum, except that in MA, there is a more significant portion of religious education. In addition to teaching subjects such as high school, it is also added with lessons such as Qur'an Hadith, Akidah Akhlak, Fiqh, SKI, and Arabic.

MAN in Aceh Besar has a vision, the realization of an accomplished madrasa that is insightful science and technology based on Iman and Taqwa. To realize this vision, it takes the role of all madrasah stakeholders, both internal and external intermediaries, which aims to increase the responsibility and participation of all stakeholders in implementing education in the education unit. This means that all stakeholders' participation is needed to improve the quality of education in an institution, providing or transferring knowledge and educating for character coaching.



Presidential regulation number 87 of 2017 concerns strengthening character education in schools. Based on this rule, strengthening character education is an educational movement under the responsibility of the education unit, which aims to strengthen students' character through harmonization of heart, taste, thinking, and sports with participation and cooperation between education units, family, and society.

Learners expect the process of developing character education to be able to implement religious traits, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, and love of the homeland. In addition, learners are also expected to appreciate achievement, be friendly, communicative, peace-loving, fond of reading, care for the environment, social care, and be responsible.

B. Method

The method used is descriptive qualitative. Data obtained through observations, interviews, and document analysis, compiled by researchers at the research location, are not presented in quantitative form. The researcher immediately analyzed the data by adding information, looking for relationships, and finding forms based on the original data.

The location of this research was carried out at MAN 1, MAN 2, and MAN 3 in Aceh Besar District. This research process was carried out for four months, from 23 September to 24 November 2020. The informants were supervisors, school principals, and teachers at MAN Aceh Besar. Data collection was carried out through observation, interviews, and documentaries.

In qualitative research, the main instrument is the researcher himself. In obtaining data, some things must be considered as follows: Understanding of researchers on qualitative research methods, Mastery of researchers' insights on the object under study, the readiness of researchers to enter the object of research directly, academics, and logistics.



C. Result and Discussion

1. Result

This section describes the study's results by formulating the problem and data collected to answer research questions regarding the principal's strategy in strengthening Islamic character education at MAN Aceh Besar District. The results of this study can be systematically described as follows:

a. School Principal Program in Strengthening Islamic Character Education

The results showed that the head of the Aceh Besar District MAN had compiled a program, including a program to strengthen Islamic character education. Structured programs are either long-term, medium-term, short-term, or annual. This program involves school personnel, namely the principal and the board of teachers.

The results revealed that there is also a semester program in addition to the annual program. The activities include new student administration, school principal work programs, workforce administration, learning observations, technical curriculum books, supervision of class visits, collaboration with committees, security and togetherness, equipment administration and school, classroom observation, inventory, library, and textbook administration.

b. Implementation of Strengthening Islamic Character Education

The results showed that the principal was very assertive in increasing his responsibility for the tasks assigned. This assertiveness is a description of the strategy that must be applied by the principal so that the school program is by the vision and mission formulated in the MAN Aceh Besar District.

The school's principal divides the task among all teachers democratically and openly and then urges all teachers to carry out the tasks that have been entrusted to them as well as possible. Teachers have different responsibilities in carrying out their duties. Some teachers feel dissatisfied if they have not done their assignments well; on the other hand, some teachers carry out tasks as long as they are finished.

To improve the strengthening of character education, principals of schools always act democratically because, with democratic leadership,



teachers feel that they are not made like workers who are only ordered by their leaders or superiors. In carrying out their leadership roles, democratic leaders believe that people prefer to be directed and become workers whose procedures and solutions are determined rather than assuming responsibility for all actions and decisions. Therefore, subordinates in a democratic climate are not suitable to be assigned the responsibility to design their work in an initiative or work that demands work and initiative.

c. Reflected Factors in Strengthening Islamic Character Education

The results showed that the principal applied democratic and participatory leadership strategies in improving teachers' performance and work discipline. In addition, the principal shows exemplary action in applying discipline in schools. Discipline regarding school attendance: The principal is already in school before learning time starts and immediately checks the preparation of teachers and students to start learning. This effort is a step toward creating an optimal learning process.

The principal manifests this effort by disciplining himself to become a teacher role model. Work discipline is a mental and emotional reaction from a person to his job. If a leader wants to improve subordinates' work discipline, he must pay attention to the welfare of his subordinates regarding work needs and comfort. By displaying exemplary discipline in the teacher, it means that the principal has guided the teacher in shaping teacher behavior and attitudes to respect mutual respect between fellow teachers. The head of MAN Aceh Besar District has implemented and followed up on good patterns to increase the strengthening of character education. Suppose some teachers are often late in coming to school to apply more authoritarian leadership, namely directly reprimanding the teacher concerned, making attendance, and supervising each class. This means that the leadership applied by the principal is compelling enough so that the teacher's discipline can be controlled and given a warning so that it is not repeated in the following days. Character education can be carried out by upholding discipline according to the desired expectation. It is by the instruction of the Minister of



Education and Culture of the Republic of Indonesia Number 14 / V / 2006, namely:

- 1) Every teacher must come and be at the school every weekday;
- 2) Teachers must be responsible for the assignments and lessons and conduct regular evaluations;
- 3) Every teacher must support and form a business to develop the school business;
- 4) Every teacher must be obedient and disciplined and carry out his duties.

One of the flagship programs to strengthen Islamic character education is the teacher training program and participation in the Subject Teacher Deliberation activities, which are always programmed yearly but do not run effectively due to limited transport funds for teachers. There are more than two teachers who take part in training activities in one semester.

The obstacles that the principal found in fostering teachers in mastering the educational foundation and implementing performance improvement programs were the lack of available funds for teacher training outside of service hours, there was still tiny proportion of inactive teachers, and the results of the upgrading had not been able to affect their friends. This illustrates that a small proportion of teachers at MAN Aceh Besar District have not been able to master the educational foundation, so it impacts their performance in implementing learning.

d. Obstacles encountered in strengthening Islamic character education

The results of the study indicate several obstacles found principal in planning. Head of MAN Aceh Besar District said that the Annual Work Program Planning, which includes: several sub-fields with general details, has not been optimally applied. The program does not run well due to the limited budget.

Obstacles encountered in strengthening Islamic character education include the lack of available funds for teacher training outside of service hours, a small number of teachers inactive, and the results of the upgrading

have not been able to affect their friends. Several extracurricular activities related to fostering Islamic character have not been implemented optimally, such as PMR, religious activities (such as competitions), and scouting which still encounter obstacles.

2. Discussion

Based on principal school programs, completing textbooks by the demands of the curriculum will determine the improvement in the quality of education. It is because the success of the learning process is directly related to textbooks or other learning resources for teachers and students. Sanjaya (2015) describes the following Learning resources are everything in the environment of learning activities that can functionally be used to help optimize learning outcomes. Optimization of learning outcomes can be seen not only from learning outcomes (output) but also from student interaction with various sources that can stimulate students to learn and accelerate understanding and mastery of their fields.

The quote above explains the importance of learning resources as an integral part of improving student learning outcomes. The results also show that a written program has been compiled in the principal's leadership to strengthen character education, but the program is incomplete and not detailed. This condition led to the program being compiled to be implemented as well as possible by the head of MAN Aceh Besar District.

Yusmina (2015) states: "Good planning will determine the success of the program being implemented." Thus, before implementing the program, it must be preceded by careful planning involving all the necessary components, especially the principal and teachers. Good quality service will be obtained through implementing management and strengthening good character education in the management of educational institutions. Management as a process of planning, organizing, leading, and controlling work is critical to be applied optimally in an educational institution, including educational institutions. Atmaja (2015) states: "The target of implementing management in schools is to improve the quality of educational institutions.



Implementation of programs related to character education, not only principals with representatives but also involves teachers who teach the subjects of Fiqh, Qur'an Hadith, Islamic History and Culture, and Guidance and Counseling teachers. With the participation of these teachers, then every program that has been prepared can be implemented better. Fadhilah et al. (2016) explained that the Deputy Principal of Student and Teaching always coordinate lesson schedules, schedules for improvement and enrichment activities, learning strategies, and teaching methods. This process also includes scheduling student activities, both intra, and extracurricular activities.

Principals who apply democratic leadership are preferred by subordinates, as practiced by the head of MAN Aceh Besar District. The principal also adheres to a delegative leadership strategy, which gives the teacher considerable opportunity and authority to solve it. According to Nurbaya (2015): "By giving opportunities to teachers, it means that the teacher's sense of responsibility to complete their assignments is getting higher. Some teachers cannot carry out their duties properly if they are not given broad opportunities and authority to carry out assignments independently per their respective fields of study. This, including in the appointment of teachers to attend upgrading or school principals, left more to teachers in the field of study instead of being determined by the school principal.

Schools must continuously develop three essential aspects: professionalism, career development, and welfare. This is in line with Hadith and Nurhayati's (2015) opinions: Professional teachers must always be creative and productive in making educational innovations to improve the quality of education. However, preparing innovative teachers is very difficult if it is related to the welfare system for teachers in Indonesia, which is far from adequate. To improve teacher professionalism in educational institutions, increase work motivation, work performance, or productivity, and provide various types of training and professional education to teachers. To increase human resources, it must undergo screening, appointment, placement, introduction to the work environment, and career development. Meanwhile, ways to improve and develop personal careers can be done through education, training, or upgrading.

Komara (2016) states, "The principal must strive for teachers to improve their performance. Constraints in developing the ability to strengthen character education in developing teaching programs. These obstacles arise from teachers and school principals." The constraint is that their teachers do not want to compile a program; they only use last year's program with a little revision. The obstacle we face is that we cannot correctly check the programs of several teachers, and there is almost no time for that. It illustrates that the increase in character education has not been carried out correctly.

D. Conclusion

The principal of MAN Aceh Besar District had compiled a program, including a program to strengthen Islamic character education. There is also a semester program; the activities include new student administration, school principal work programs, workforce administration, learning observations, technical curriculum books, supervision of class visits, collaboration with committees, security and togetherness, and equipment administration. School, classroom observation, inventory, library, and textbook administration.

Program implementation is carried out by involving all school personnel. It is part of the principal's strategy to implement the program well. The principal's strategy in strengthening Islamic character education is implementing a democratic leadership strategy.

The reflected factor in strengthening Islamic character education is followed up by the principal through monitoring activities appropriately every programmed activity. Obstacles to strengthening Islamic character education include the lack of available funds, and several extracurricular activities related to fostering Islamic character have not been implemented optimally.

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