

# PROCEEDING

2014 EDUCATION INTERNATIONAL SEMINAR

**“Strengthening Teachers & Education Personnel  
Competence in Scour Change”**



**Universitas Negeri Padang** in collaboration with **IPG Kampus Ilmu Khas Cheras**  
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DITERBITKAN OLEH :  
FAKULTAS ILMU PENDIDIKAN  
UNIVERSITAS NEGERI PADANG

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2014 EDUCATION INTERNATIONAL SEMINAR**

*"Strengthening Teachers and Education  
Personnel Competence in Scour Change"*

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## Foreword

Developments in science and technology in many developed and developing countries trigger changes in areas directly related to the provision of education, such as curriculum and learning, teachers and education personnel, facilities and infrastructure, finance, and organizational structures.

These changes need to be assessed, anticipated and addressed by proactive measures, so that they had a positive impact on the development of nation. Assessment of changes in the scientific side, is a positive step that can be done by scientists, experts in the field of education to make the provision of education and scientific development to be more grounded in accordance with the facts and practices of education.

The International seminar conducted at Universitas Negeri Padang has collected thoughts, positive ideas that have extraordinary usefulness to the development of science and technology in a practical or implementation of education in many countries. All those positive thoughts need to be documented in the form of proceedings.

On this occasion, we would like to thank Rectors and Deans of the colleges who have supported the scientific tradition through the International Seminar on Education, from the Universitas Negeri of Padang, Institut Pendidikan Guru Kampus Ilmu Khas Cheras, Malaysia, Union of Faculty of Education/Department of Education, Indonesia, and Union of Faculty of Education, Malaysia.

We would like to thank all the writers who have contributed positively to writing articles. Let us also highly appreciate to the seminar organizers, in particular to the proceeding team at the Universitas Negeri Padang and at IPG Khas Cheras Malaysia who have worked extra hard so that the proceeding be realized as it is today. May all that we do get a reward deserving of Allah, the results collected in the proceeding of the seminar are beneficial for all. Amien.

Padang, 22<sup>nd</sup> November 2014  
Committee Leader,

dto

Hadiyanto

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# CHANGING CHARACTER THROUGH SCHOOL MANAGEMENT

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## Abstract

Character education is a study that has long been emerged, along with human behavior that does not adhere to the values, norms, rules and social culture. Recently, the issue of character education or mental revolution is rampant in Indonesia, because of frequent fighting among students or college students and other aberrant behavior committed by both society members and community leaders. Internally, schools can take the role in making the students, teachers, and other education personnels have such better character that aberrant behavior can be minimized. A principal as a manager of an education unit has a very high role in facilitating all of school members so that character education can effectively achieve the goal. Each of the components of education management, such as curriculum and learning, teachers and education personnels, students, facilities and infrastructure, as well as the cost of education should be directed to habituate character based behaviors at school. Equally important, a good example modeled by teachers, a principal and other education personnels is also a key of successful character education at school.

**Key Words:** character education, precious character, ethics, school management, model, principal, teacher, education personnel

## A. Background

Law No. 20 Year 2003 on National Education System Article 3 states that the national education serves to develop the ability and to build a character and a valued civilization of a nation for educating the national life, and is aimed at developing students' potentials in order to become people who are faithful and pious to one and only God; who possess morals and noble character: who are healthy, knowledgeable, competent, creative, independent: and as citizens, are democratic and responsible.

In order to achieve the national education goals, various efforts of reformation have been done by the Indonesian government to produce better implementation of education, by updating and completing the education legislation. In order to improve the quality of education, the government has implemented the 2013 curriculum. The government has done a lot of efforts to complete the implementation of the 2013



curriculum, one of which is by issuing such various regulations of the Ministry of Education and Culture as the Ministerial Decree of Education and Culture No. 54 Year 2013 on Competency Standards of Elementary and Secondary Education Graduation, the Ministerial Decree of Education and Culture No. 64 Year 2013 on the Content Standards of Elementary and Secondary Education, the Ministerial Decree of Education and Culture No. 65 Year 2013 on the Standard Process of Elementary and Secondary Education, the Ministerial Decree of Education and Culture No. 66 Year 2013 on the Standard Assessment of Education, the Ministerial Decree of Education and Culture No. 68 Year 2013 on the Basic Framework and the Curriculum Structure of Secondary School/ Secondary Religious School, the Ministerial Decree of Education and Culture No. 58 Year 2014 on the 2013 Curriculum of Secondary School/Secondary Religious School, and the Ministerial Decree of Education and Culture No. 61 Year 2014 on Curriculum for Education Unit Level in Primary and Secondary Education.

Efforts to reform the curriculum should not run by itself. Another more related effort to the education unit should also be done such as increasing the number of new schools, building a one roofed-Elementary-Junior High School, increasing the number of new classrooms, rehabilitating the school buildings, improving the school management and institution as well as completing and improving the quality of the learning facilities and infrastructure (Directorate of Development of Junior High School, 2011).

In addition to the improvement of regulations and services in the education field as mentioned above, the government has also done some efforts for the improvement on the field of teachers and education personnels. The efforts that have been undertaken include the issuance of 1) Law No. 14 Year 2005 on Teachers and Lecturers, 2) the Ministerial Decree of National Education No. 12 Year 2007 on the Standards of School/Madrasah Supervisor; 3) the Ministerial Decree of National Education No. 13 Year 2007 on the Standards of School/Madrasah Principal; 4) the Ministerial Decree of National Education No. 16 Year 2007 on the Standards of Teachers' Academic and Competency Qualification, 5) the Ministerial Decree of National Education No. 24 year 2008 on the Standards of School/Madrasah Administration Personnels; 6) the Ministerial Decree of National Education No. 25 year 2008 on the Standards of School/Madrasah Library personnels; 7) the Ministerial Decree of National Education No. 28 Year 2010 on assigning Teachers as Principals. Through a variety of regulation changes above, it is expected that the productivity and the welfare of teachers and education personnels become better which are eventually expected to have a positive contribution in improving the quality of education in Indonesia.

Nevertheless, instead of the efforts that have been undertaken and that have shown some positive results, the government still found some obstacles in the education field that can tarnish its reputation in order to improve the quality of education. The obstacles frequently found in the field are student fightings, not only are elementary school students involved in the fightings, but junior high school students, senior high school students, vocational school students, and even college students are involved as

well. Some of such fightings have been published in several mass media; for example, 'A Dozen of Elementary School Students Fought' (Metrotvnews.com, Saturday, May 22, 2010), 'Dozens of Elementary School Students Fought' (Metrotvnews.com, Saturday, April 24, 2010), 'School Fighting, Three Junior High School Students Were Stabbed' (Pos Kota, Friday, October 16, 2011), 'Student Fightings Flourish, Local Parliament Called the Provincial Ministry of Education' (Pos Kota, Monday, November 14, 2011), 'School Fighting: Students of Senior High School (SMA) 25 Bandung vs. SMA Sumatera, A Public Transportation Was Destroyed' (Pos Kota, Wednesday, September 21, 2011), 'Fighting among Students of Hasanuddin University Recurred' (detiknews.com, Tuesday, November 15, 2011).



School Fightings among Students in Indonesia

Considering this bad sign, it is necessary to take more concrete steps to improve the process of education to students through character education which can hopefully change the students' behavior. Therefore, the students can behave in accordance to the ideals of national education as stated in the Law of National Education System mentioned above. This concern has also been expressed by Vessel and Huitt (2005) as follows:

Moral character development has been a topic of concern for thousands of years. It was central to the development of American schooling, but lost favor in the middle of the 20th century. Over the last several decades there has been increased attention paid to the importance of moral character as central to the purpose of schooling.

Character education is a very important process for students to become a decent human being. Character education is implemented by touching affective domain more than other domains including cognitive and psychomotor domain. The process of education in this domain is extremely important because it has been believed that a person's success later in life is not dominated by his/her cognitive domain, precisely by other domains.

## **B. The Concept of Character and Character Education**

In Tadkiroatun Musfiroh's (Directorate of Junior High School Development, 2011) view, a character refers to a set of attitudes, behaviors, motivations, and skills.

In addition, Chaplin's Dictionary of Psychology (in Borgman) defines 'character' as follows:



A consistent and enduring property or quality by means of which a person, object, or event can be identified; the integration or synthesis of individual traits into a unity; the individual's personality considered from an ethical or moral point of view.

In the process of students' character building, parents, school, and community play a very important role. The concept of character education, according to Vessels and Huitt (2005), is:

Character education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through emphasis on universal values that we all share. It is the intentional, proactive effort by schools, districts, and states to instill in their students important core, ethical values such as caring, honesty, fairness, responsibility, and respect for self and others.

According to Elkind and Sweet (2004), as quoted by the Directorate of Junior High School Development, character education is defined as follows:

Character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within.

Furthermore, character education can also be defined as whatever a teacher does which is able to influence the character of the students. In other words, a teacher helps to shape the students' character. This includes the example modelled through how the teacher behaves, how the teacher speaks or explains the lesson material, how the teacher tolerates, and other related matters.

In Islamic education, the term used to refer to 'character' is '*akhlakul karimah*' (noble character). *Akhlakul karimah* is one of Islamic teachings which has a very important position. Prophet Muhammad Saw. announced that his presence on this earth is to enhance human's character.

There are so many examples of the Prophet Muhammad's behavior that should be emulated by humans. Allah chooses Prophet Muhammad Saw. as the best example for his noble character. All of the commands of Allah in the Al-Quran is always carried out and all of the prohibitions of Allah in the Al-Quran is certainly shunned by Prophet Muhammad Saw. Prophet Muhammad Saw. owns four noble characters which have been well understood in Islamic teachings, namely *sidiq* which means honest, *amanah* which means trustworthy for all his words and deeds, *tabligh* which means conveying whatever he received from Allah (*wahyu*) to all mankind, and *fathonah* which means smart or clever, so that he can cope with all the problems faced.

Based on the concepts of character education mentioned above, it can be understood that character education at school is a system of instilling the character values to the school community which includes the components of knowledge, awareness or volition, and action to implement those values towards the One and Only God, themselves, peers, environment and their nation to become perfect human beings. In implementing character education at school, all of the education components at

school should be integrated: the content of the curriculum, the process of learning and assessment, the school management, the organization of the activities or co-curricular activities, infrastructure, financing, and working ethos of the whole school community and environment. Herein lies the strategic role of the principal to change the students' character at school with the positive values being developed.

### **C. Strategies of Implementing Character Education**

In order that the learners have characters meeting the expectation of the school, several strategies can be implemented by the school. The school task is to facilitate how to make the students, the teachers and the education personnels behave with a good character. For example, Lickona, Chaps and Lewis (2000) as quoted by Vessel and Huitt (2005) state that there are 11 principles of effective character education, the ways how to make character obviously become a part of the students' behavior:

1. Promote core ethical values as the basis of good character.
2. Define character comprehensively to include thinking, feeling, and behavior.
3. Promote core values intentionally and proactively through all parts of school life.
4. Are caring communities.
5. Give students opportunities for moral action.
6. Have meaningful and challenging academic curriculums that respect learners.
7. Develop students' intrinsic motivation.
8. Have professionals who exemplify core values and maintain a moral community.
9. Require moral leadership from educators and students.
10. Recruit parents and community members as full partners.
11. Evaluate school character, student character, and adults as character educators.

Showing an effort in improving the quality of education and the quality of students through character education, the Ministry of Education and Culture develops a grand design of character education for each track, level and type of education units. A grand design becomes a conceptual and operational reference of the development, implementation, and evaluation of all tracks and levels of education. In the context of the totality of psychological and socio-cultural process, character education is group into: Heart Exercise (Spiritual and emotional development), Thought Exercise (intellectual development), Physical and Kinesthetic Exercise (Physical and kinesthetic development), and Feeling and Intention Exercise (Affective and Creativity development). (Ministry of National Education, 2010).

The Curriculum Center of Research and Development Institution of Ministry of National Education (2010) also developed a character education under the term 'Developing National Cultural and Character Education'. Character education can be carried out through several process: 1) self-development, 2) the integration of character in the learning materials, and 3) the school culture. The process of self-development is conducted through: a) the school routines, b) the school spontaneous activities, c) precedent, and d) conditioning.

As a realization of the concepts of character education that has been mentioned above, the Directorate of Developing Junior High School of General Directorate of Basic Education of Ministry of Education and Culture develops a Character Education Guidance at Junior High School. This guidance is implemented in a microcontext in school. According to the Directorate of Developing Junior High School (2011), character education can be implemented through three strategies: 1) through learning process in the classroom, 2) through extra-curricular activities, and 3) through school management.

Based on the scheme mentioned above, it can be seen that character education can be integrated in the learning of each subject. Learning material related to the norms or values in each of the subjects is developed, made explicit, and associated with the context of everyday life by touching relevant characters. Thus, learning the character values is not only at the cognitive level, but also touches at internalization and actual experience in the students' everyday life through the learning process in the classroom.

The next strategy is implemented integratedly with extra-curricular activities. Extra-curricular activity is one of potential media for character building and the improvement of the academic quality of the students. Extra-curricular activities are those that fall outside the realm of the normal curriculum of school to assist the development of the students in accordance with their needs, potentials, talents, and interests through activities that are specifically organized by teachers and education personnels who have good skill and authority at school. The extra-curricular activities are expected to develop the students' ability and a sense of social responsibility, as well as their potential and achievement.

Furthermore, character education at schools can also be implemented through the school management. This means that character education should be integrated with the aspects of school management, such as curriculum and learning, facilities and infrastructure, teachers and education personnels, financing, and the relationship between the school and the community. Thus, the principal must make the school management as one of the effective media for character education to all members of the school.

#### **D. Changing Character through School Management**

Integrating character education into school management means implementing the process of school management imbued by commendable characters that are intentionally instilled to both the learners and other members of the school. For this purpose, the principal must design character education through various aspects of school management such as curriculum and learning, students, facilities and infrastructure, teachers and education personnels, financing, and the relationship between the school and the society. In addition, as the school management is a process, then the principal must also instill character values in the management processes such as planning, implementation, monitoring and evaluation. Because school management developed in Indonesia is a school-based management, then the management principles

mandated by Article 49 paragraph (1) of Government Regulation No. 19 Year 2005 on National Education Standards including self-reliance, partnership, participation, openness and accountability must be actualized.

The relationship between the various components, the process of school-based management, and the sample of character values underlying the process can be seen in the following figure.

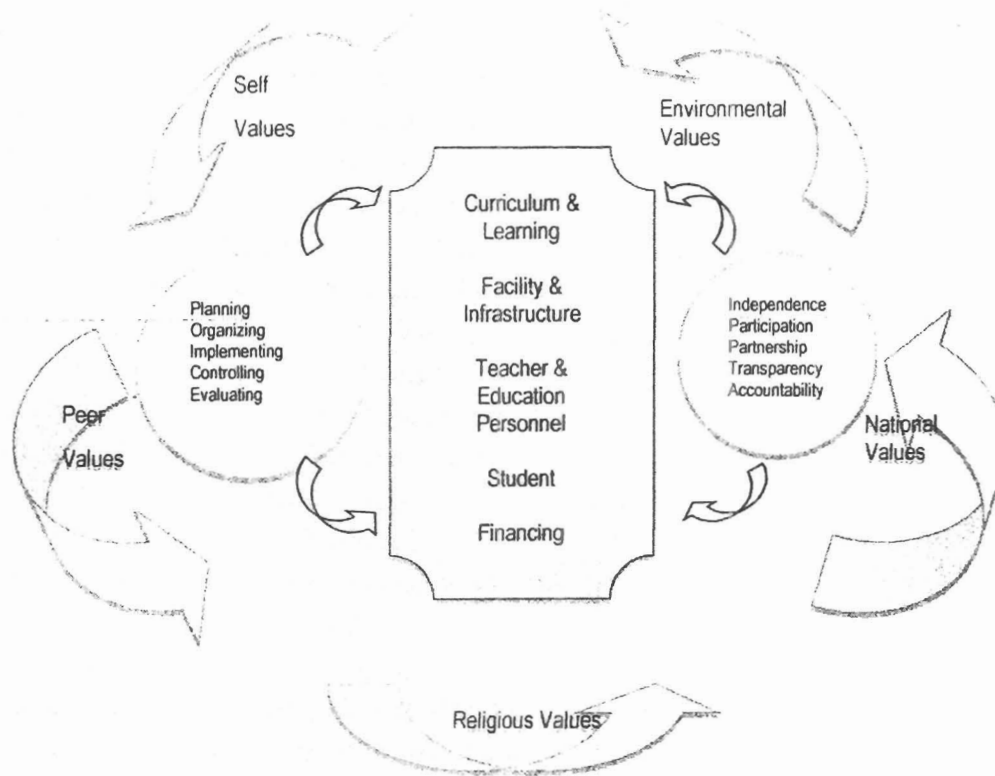


Figure 3 The Relationship between Components, School Based Management, and Character Values

The following section briefly describes the implementation of management of each education component that can instill the character values.

#### 1. The Management of Curriculum and Character Education-Based Learning

As has been mentioned above that the source of character values that becomes a reference of character education at school is a Graduation Competency Standard. These character values have been confirmed in Ministerial Decree of Education and Culture No. 54 Year 2013 on the Graduation Competence Standard (GCS) of Elementary and Secondary Education. For education levels of Junior High School/Religious Junior High School/Special Junior High School/Package B, their GCSs are having behavior reflecting the attitude of being faithful, possessing noble character, healthy, confident, and responsible in interacting effectively with the social and natural environment in a range of their association and their residence.

In the Ministerial Decree of Education and Culture No. 58 Year 2014 on the 2013 Curriculum of Junior High School/Religious Junior High School, it is emphasized that the effort to achieve the GCS mentioned above can be done by providing 4 (four) main competencies, spiritual attitudes, social attitudes, knowledge and skills. The first two main competencies are associated with the character development.

In performing those various characters values, the school is authorized to prepare Curriculum for Education Unit Level which is implemented in accordance with the conditions and the ability of the school or district/society. School/district/society can develop, expand, add, and enrich the graduation characters with the present values. The addition, enrichment, and development of the character in the form of stated attitude values can be realized or integrated in each subject (syllabus and lesson plans) in accordance with the specificity of each subject or group of subjects. In the classroom learning process, teachers can carefully instill the character values appropriate with the topic or the subject and/or as has been outlined in the syllabus and the lesson plan for each subject. In addition, in the classroom learning process, teachers also play a key role as character builders by modelling a good example through their behaviour during the learning process. In each of the topics of the subject, teachers can instill the most relevant character values. Consequently, there is no any single subject delivered to the students without the instillment of the character values.

The principal task in this regard is to ensure that each of the teachers has to implement character education to their students, ranging from learning planning (preparing a syllabus and a lesson plan), carrying out the learning process in the classroom, and optimally carrying out the evaluation of character education-based learning.

## 2. The Character Education-Based Management of Teachers and Education Personnels

Developing teachers and education personnels at schools is carried out in accordance with the National Education Standard. Therefore, the principals and the education providers need to be guided by Ministerial Decree of National Education No. 16 Year 2007 on the Standard of Teacher's Academic and Competency Qualification, Ministerial Decree of National Education No. 24 Year 2008 on the Standard of School Administration Personnels, Ministerial Decree of National Education No. 25 Year 2008 on the Standard of School Library Personnels, Ministerial Decree of National Education No. 26 Year 2008 on the Standard of School Laboratory Assistants and other relevant Ministerial Decrees.

In carrying out the management of teachers and education personnels, principals can do character development, starting from planning activities, directing, leading, monitoring, evaluating and supervising the teachers and the education personnels. Principals must be able to demonstrate a good example in many occasions, such as chairing meetings, communicating and speaking, and being discipline. Wise words from Ki Hajar Dewantara: *Ing Ngarso sung Tulodho* (Parents should give good



examples to their children). *Ing Madyo Mangun Karso* (The best parents always provide guidance to their children whenever and wherever they are), *Tut Wuri Handayani* (Parents give mental and spiritfull motivation to their children to do better), must be successfully actualized by the principals. Developing the teachers and the education personnels with a variety of existing rules will not work optimally when the principal is not able to provide a good example for the teachers and the education personnel in the school.

### 3. The Character Education-Based Management of Students

Developing students is set in the Ministerial Decree of National Education No. 39 Year 2008 on developing students. Principals are expected to create programs or activities that can lead learners to have talents, interests, competences and ability to compete or excel in academic and non-academic field. Equally important, the current programs and activities are also able to improve the students' character.

In order to achieve the above objectives, the principal needs to actualize the school program and activities with the material that suits the Ministerial Decree of National Education No. 39 Year 2008, namely: 1) faithful and pious to one and only God; 2) noble character; 3) superior personality, in terms of the concept of nationalism, and the state defense; 4) Academic achievement, arts, and/or sports suiting the talents and the interests; 5) Democracy, human rights, political education, living environment, social sensitivity and tolerance in the context of a pluralistic society; 6) creativity, skills, and entrepreneurship; 7) The quality of the physical, health, and nutrition source-based diversified nutrition; 8) Literature and culture; 9) Information and communication technologies; 10) Communication in English.

Developing the students' character values should be integrated into a variety of programs or students' activities as listed in Ministerial Decree of Education and Culture No. 62 Year 2014 on extra-curricular activities, such as Scouting, Student Leadership Training (SLT), Youth Red Cross (YRC), School Health Unit (SHU), and Flag Raisers Forces (*Paskibra*).

### 4. The Character Education-Based Management of Facilities and Infrastructure

When the character values have been integrated into the curriculum, programs and activities, then the implementation cannot be separated from the needs and the availability of the educational facilities at schools. Schools should be able to provide education facilities and infrastructure in order that the character values building on the students' daily behavior at school is becoming more real.

To teach the religious values in order that the students are deligent and accustomed to praying, then the school must provide a worship place so that they will not find any problems when they will do these activities. In teaching the cleanliness values, the school does not only put up the slogans 'cleanliness is a part of the faith' or 'clean is beautiful and healthy', the school must also provide the cleaning tools such as trash cans, places for hand washing with clean water so that the students do not do littering and they can wash their hands easily at any time.



#### 5. The Character Education-Based Management of Financing

Financing management of school fee can contribute significantly in character education at schools. Principals must be able to allocate some of the school fee to facilitate character education, such as building a worship place, organizing training programs on Emotional Spiritual Quotient (ESQ), organizing a workshop on designing character education-based syllabus and lesson plan. Allocating costs for the character education programs and activities are poured in the School Work Plan (SWP) and the School Activity and Budget Plan and (SABP).

In addition to the allocation of school fee for character education, principals must also be able to show that the cost of education at school is managed under positive character. For example, a school manages the finances honestly, provides relief and even eliminates all school fees for the students whose parents are disadvantaged, reports the financial condition regularly and transparently to the stakeholders, allows the auditor to audit periodically.

#### E. Conclusion

Based on the descriptions elaborated above it is clear that each management of education components can contain character values and can be used to facilitate those character values which will be internalized to the school community (principal, teachers, administration personnels and students). The instillment of those character values is implemented integratedly, both in learning, students' extra-curricular activities, and school management as a whole. The implementation of the character education needs to be supported by facilities and infrastructure, energy, and school fee, and is optimized through its habituation in school activities. Teachers and principals must model good examples of attitude to their students in each of their actions. Therefore, the philosophy *Ing Ngarso sung Tulodho, Ing Madyo Mangun Karso, Tut Wuri Handayani*, must become a model to follow.

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