



CHARACTER EDUCATION MANAGEMENT IN REALIZING HEALTHY AND SUPERIOR SCHOOLS

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Abstract

Schools must be managed properly by all interested parties to advance the world of education. The problems that have occurred until now that schools that seriously pay attention to the health, cleanliness and comfort of the school environment as a place of learning have not been maximized and relatively few. From these problems, principals, teachers and parents are expected to be able to develop educational programs in realizing healthy and superior schools. This research uses a comparative qualitative approach using descriptive methods. This research place consists of two different but similar schools that are developing a healthy and superior school model, namely, Al Amanah Islamic Elementary School Bandung Regency and Plus Bakti Nusantara 666 Elementary School Bandung Regency The results of this study show that the programs developed in character education, love cleanliness and care for the environment, among others:: Education/socialization, habituation, exemplary and processing and utilization of waste in schools. The implementation of the program through methods include: the implementation of education / socialization, the implementation of habituation, the implementation of exemplary and the implementation of waste management and utilization, this as a management of character education love of cleanliness and care for the environment has an impact on the realization of healthy and superior schools

Keywords : Management, Character, Healthy and Healthy School

INTRODUCTION

A clean and healthy school environment is currently being a concern of the government, especially in West Java. The government really hopes that every school in the future will be able to become a pioneer in realizing a healthy life both physically healthy and spiritually healthy. Thus,

with this healthy school program, it is hoped that it will be able to realize the West Java community of inner born champions.

Instilling character values of love for cleanliness and caring for the environment must be instilled since elementary school. Character education has a higher meaning than moral education, because character education is not only concerned with the issue of right and wrong, but how to instill habits about good things in life, so that learners have high awareness, sensitivity, and understanding, as well as care and commitment to apply virtue in daily life (Asmeni Adha. Syarifuddin, 2022).

The cultivation of character education in schools is the spirit of education (Nurhedianto, Sudirman, 2022). Because one of the keys to education to shape students into civilized and cultured characters is discipline, where with discipline children will get used to doing a job on time and be responsible for what they have done, this is very helpful in shaping the character of students.

So in the construction of schools in this case, the main thing is that formal schools need to plan the basis and strategy of creating schools with character (Mohamad Najib. et. all, 2021). To realize this, character education management is needed. Management is a process by which a group cooperatively directs its actions or work to achieve a common goal. The management process is a process that takes place continuously, starting from: making planning and decision making (planning); organizing resources; apply leadership to mobilize resources (actuating); carry out control (controlling) (Boko, 2021).

Character education in schools is also closely related to school management or management. The management in question is how character education is planned, implemented, and controlled in educational activities in schools adequately (Nurhedianto, Sudirman, 2022). Environmental management that shapes school character is carried out so that the school environment can be a conducive place for seeding and developing positive character of students (Hanafi, 2018). Managing education requires good management, through planning, strategizing, action and control to achieve educational goals (Nurasiah et al., 2022).

However, school facilities that have not been managed properly, dirty and shabby greatly affect the effectiveness of student learning at school. Instilling character values of love for cleanliness and caring for the environment is still not optimally implemented by most schools. Students littering is still a sight that is often seen in the environment, especially elementary schools. Garbage piled up in the corners of the classroom and school environment is still very easy to find when visiting school. In addition, the condition of plants and trees that die because they are not maintained adds to the atmosphere of the school that is arid and not pleasing to the eye. Thus, this affects the emotional, social, moral and religious development of students in schools.

However, this is different from Al-Amanah Islamic Elementary School and Plus Bakti Nusantara Elementary School 666 Bandung Regency. Where in both elementary schools are able to make ideas in solving waste problems in schools which are continuously produced every day by canteens in the school environment. The school tried to make a vest made from plastic used coffee wrappers. The results are quite interesting and can be used as a form of creative hand work of students at school. From the results of an interview with the head of SD Islam Al-Amanah Ibu Nunung K (25 /10/2020), said that in managing waste in the school he led, he implemented three programs, namely; reuse used goods (reuse), reduce waste production (reduce), recycle waste (recycle). With the program implemented by the school is able to reduce the amount of waste in the school and the program is effective enough to reduce waste in the school.

Likewise, the results of observations on 28/10/2020 at SD Plus Bakti Nusantara 666 tried to prioritize IMTAQ and science and technology. From the results of the interview with the principal, Mr. Acum, S. Pd, said that various efforts were taken to create students with character and able to answer global challenges. Among them, in instilling educational values, such as: sincerity, tawadhu, piety, honesty, discipline, istiqomah, responsibility.

Based on the above, the purpose of this study is to determine the Management of Character Education in Realizing Healthy and Superior Schools (Research at SD Islam Al-Amanah and SD Plus Bakti Nusantara 666 Kab. Bandung). It is hoped that this research will find a better character education management model to develop character education programs in realizing healthy and superior schools.

METHODS

This research uses a qualitative approach. The reason why researchers choose a qualitative approach is because the problems studied are related to research on character education management management which is considered still not optimal. Another reason is because schools have not been able to implement sustainable character education programs as well and the participation of parents of students is still low. More in-depth research is needed to find out the root of the problems that occur so that a character education management model can be implemented optimally and sustainably.

The method used is the analytical descriptive method. This method is used because it can describe the actual state of affairs occurring at the moment, obtain a clearer, systematic, factual, and accurate general picture related to the phenomenon under study. The picture obtained is in accordance with the nature of the descriptive method, namely telling and interpreting existing data.

RESULTS AND DISCUSSION

1. Character Education Program in Realizing Healthy and Excellent Schools at SD Islam Al-Amanah and SD Plus Bakti Nusantara 666 Bandung Regency

Based on the results of the findings both from observation, interviews and documentation, it can be conveyed that the program developed in character education of love of cleanliness and care for the environment at SD Islam Al-Amanah and SD Plus Bakti Nusantara can be formulated into 4 stages as follows: Education / Socialization, Habituation, Exemplary, and Processing and utilization of waste in schools.

The character of caring for the environment can be instilled based on the school curriculum and programs that have been planned by the school (Assya'bani et al., 2020). Character building of students is carried out inside and outside the classroom through example and habituation, and program programs are designed to shape the character of students (Rahayu et al., 2022). So that the character education program instilled in elementary schools becomes a good habit, especially in habituating the cleanliness of the school environment.

A more detailed explanation of the program can be presented and felt in the form of program implementation as follows: Adiwiyata, Waste Bank, Waste Infaq, Creativity of used goods (3R) Reduce, Reuse, Recycle, Kamsih (Clean Thursday), Real Action to clean the Surrounding Environment, Agricultural and Livestock Extracurricular, Composting (Composter), and Favorite Plants.

Character education program by performing the stages of management functions effectively. The effectiveness of planning is evident from the stages of the planning process carried out by the school by compiling a strategic plan for character education (Mukhlisoh & Suwarno, 2019). Education in Indonesia currently only emphasizes knowledge and does not emphasize character values too much so that there needs to be habituation and example in shaping student character (Amelia & Ramadan, 2021). Character education through school culture will direct children in a positive direction. The school atmosphere created will have an impact on the character of students.

The character of caring for the environment can be instilled based on the school curriculum and programs that have been planned by the school (Assya'bani et al., 2020). Environmental cleanliness is something that cannot be kept away from a human life and is a definite or fixed element in health science and prevention. As humans, we need to maintain the cleanliness of the environment and personal hygiene to stay healthy and not cause dirt or transmit diseases to themselves or others. Therefore, we must be good at maintaining cleanliness.

Every school must be able to instill a character that cares for the environment. There are several indicators that must be achieved by schools in order to instill character education in caring for the environment in the form of: 1) Habituation to maintain cleanliness and

sustainability of the school environment 2) Landfills and hand washing stations are available 3) Provide bathrooms and clean water 4) Energy-saving habituation 5) Build wastewater sewers well 6) Make a habit of separating types of organic and inorganic waste 7) Assignment of making compost from organic waste 8) Provide cleaning equipment (Fathurrohman. P Suryana and Fatriani. F, 2013).

Of course, from a series of programs that are made have a purpose. In determining these goals in accordance with the targets that become the vision and mission of the school. The character education program has a goal not only to instill character values in students, far from it has the aim of delivering the achievement of the school's vision and mission.

Thus, researchers can conclude that character education is closely related to "habit" or habits that are continuously practiced or carried out. Character education is expected to touch all three domains, namely cognitive, affective, and psychomotor students so that students not only know but also want and can carry out what they know the truth.

As for SD Plus Bakti Nusantara and SD Islam Al-Amanah in implementing the new program, it runs three stages, namely, education, habituation and example. The weakness is that the waste produced in schools cannot be used into new items that have value. So far, the garbage produced in schools is only piled up in the incinerator which is burned every day by one of the cleaners at the school and of course this causes a new problem, namely air pollution from smoke produced by the process of burning garbage.

2. Implementation of Character Education at SD Plus Bakti Nusantara and SD Islam Al-Amanah in Realizing Healthy and Excellent Schools

The implementation of character education, love of cleanliness and care for the environment in both schools is going quite well. Although there are some programs that still need regular supervision and evaluation. Because the program of love of cleanliness and care for the environment is not enough to be carried out in one activity but must be periodic and sustainable.

Researchers can present the results of findings at SD Islam Al Amanah Kab. Bandung and SD Plus Bakti Nusantara 666 Kab. Bandung in carrying out character education through four stages, including:

- a. Implementation of education/socialization
- b. Implementation of habituation
- c. Exemplary implementation
- d. Implementation of waste management and utilization

The explanation is carried out with an exemplary approach (*uswatun hasanah*) and a system approach in instilling character values of love for cleanliness and caring for the

environment through education / socialization carried out in routine activities either weekly such as flag ceremonies or in special religious activities such as PHBI.

Character education can also be implemented through extracurricular and intracurricular activities, planning the implementation and evaluation of character education carried out by principals, teachers, counselors, together as an educator community applied in the curriculum, namely: 1). Self-development programs 2). Integration into all subjects 3). Integration into intracurricular and extracurricular 4). Habituation(Nurasiah et al., 2022). In order for the implementation of character education through the Fun School Movement in elementary schools to run according to what has been programmed, monitoring and evaluation are carried out (Wiranti, 2022).

According to Mulyasa, character education must refer to success indicators, which are as follows:

- a. Describe natural and social phenomena
- b. Making responsible use of the environment
- c. Applying the values of togetherness in the life of society, nation, and state for the sake of unity in the Unitary State of the Republic of Indonesia
- d. Appreciating national works of art and culture
- e. Appreciate job duties and have the ability to create
- f. Implement clean, healthy, fit, safe living, and make good use of free time
- g. Take care of yourself and the school environment (AR et al., 2021).

Therefore, the establishment of policies on character education in advance through deliberation, as well as the formulation of character education goals and strategies that have been prepared and recorded into a unity with the principal's decree on implementation guidelines and technical rules of activities set for the implementation of character education in elementary schools(Hanafi, 2018).

In the implementation of character education in schools, the support of all components of the school community is needed, this is solely to achieve goals and an environment that is aware of the value of noble character, therefore the implementation of character education requires good management which of course can be applied through the management function(Nurhedianto, Sudirman, 2022). In addition, infrastructure management is based on needs, priority scale, maintenance, and school graduality (Wahed, 2018). Thus, there is always a priority scale that must be set according to field conditions and stakeholder demands in school management.

Character education is something that has been ingrained in students. However, a person's character can be developed with habituation. Student character development through the existing school culture is essential to contribute to character development(Amelia &

Ramadan, 2021). Implementation is an activity to realize plans into concrete actions in order to achieve goals effectively, so that it will have value (Mukhlisoh & Suwarno, 2019). The implementation of student character education is the process of directing the entire series of student activities carried out after they become students at the school (Nunung Nurhasanah, 2019).

The atmosphere of a conducive learning environment for the development of the potential of *nayata* both physically and socio-psychologically (Mohamad Najib. et. all, 2021). Similarly, integrated schools have management, management, and curriculum management that are integrated with an emphasis on character education (Nurasiah et al., 2022). Character building of students through: (1) habituation of values in school daily life considering school norms, regulations and traditions; (2) the example of educators and education personnel; (3) self-actualization of learners through self-development or extracurricular activities; (4) maximum school managementl (Rahayu et al., 2022).

According to Zubaedi's theory, the way to instill character education is by (1) integrating value points in all subjects, (2) through habituation activities, (3) increasing cooperation between the school and parents(Mukhlisoh & Suwarno, 2019). The habit of living healthy and clean is a learning process provided by teachers and parents that can be used by children to help themselves Getting used to a healthy and clean lifestyle can minimize health problems. The benefits of getting used to a healthy lifestyle from an early age are improving family health so that children do not get sick easily, children grow into intelligent individuals, and children are much more active and enthusiastic to live their days.

Clean living habits can be started with simple activities such as washing hands before eating, brushing teeth, cleaning after urinating, bathing, throwing garbage in its place, limiting the use of plastic, using clean water, and so on. So the habit of clean and healthy living is very important to do, especially in the elementary school environment which still needs to be done character habits to maintain cleanliness and health.

Therefore it is important for us to maintain health because health is a very great blessing of God and must be grateful. Maintaining cleanliness and health is also very important to be accustomed to in the family and school environment, it is the responsibility of all of us to give good direction to children in maintaining cleanliness and health. Because there are still many of us who are aware of how important hygiene and health are. Even though there are so many negative impacts caused by us not maintaining cleanliness, one of which is that the body will be easily affected by disease.

The example set by teachers in both SD Islam Al-Amanah and SD Plus Bakti Nusantara has gone well even though there are still some teachers who have not been consistent in setting an example for students. It is the special duty of the principal to continue to remind

and even reprimand some teachers who have not been able to be consistent in carrying out their duties, especially to be an example and example for all students.

CONCLUSION

Based on the results of the research and discussion described above, it can be concluded that: The character education program developed to realize healthy and superior schools at SD Islam Al Amanah Kab. Bandung and SD Plus Bakti Nusantara 666 Kab. Bandung is focused on program development, namely: education / socialization, habituation, exemplary and utilization and waste processing. The implementation of character education programs for love of cleanliness and environmental care in the two elementary schools is carried out with daily, weekly, monthly and annual activities. This as an educational management of character, love of cleanliness and care for the environment has an impact on the realization of healthy and superior schools.

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