

**MANAGEMENT OF CHARACTER EDUCATION AT WEST SIAU 1 PUBLIC
HIGH SCHOOL, SIAU ISLANDS REGENCY, TAGULANDANG BIARO**

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ABSTRACT

This research aims to obtain study results and descriptions of: (1) character education planning at West Siau 1 Public High School, Siau Islands Regency Tagulandang Biaro, (2) Organizing character education at SMA Negeri 1 Siau Barat, Siau Islands Regency, Tagulandang Biaro, (3) implementing character education at SMA Negeri 1 Siau Barat, Siau Islands Regency, Tagulandang Biaro, (4) supervising character education at SMA Negeri 1 Siau West Siau Islands Regency Tagulandang Biaro.

This research was conducted from August 2014 to November 2014 with qualitative methods using interview techniques, observation and documentation studies.

Based on the data presentation, research findings and discussion results concluded that: (1) character education planning at SMA Negeri 1 West Siau Siau Islands Regency Tagulandang Biaro is based on the curriculum, vision and mission as well as school goals, and the principal together with the deputy principals and the teacher council have prepared a character education plan that is integrated in subjects and extracurricular activities as well as conditioning the school environment, (2) Organizing character education in SMA Negeri 1 West Siau Siau Islands Regency Tagulandang Biaro is carried out by referring to the Principal's Decree regarding the division of tasks for each school component, as well as through a joint commitment with stakeholders in supporting the implementation of character education in schools as well as providing conditioning through the availability of supporting facilities, role models, appreciation and empowerment. (3) The implementation of character education at SMA Negeri 1 West Siau, Siau Islands Regency, Tagulandang Biaro, involves the role of all stakeholders, including the principal, teachers, staff, OSIS and parents, through various activities including learning activities in which character values have been integrated in all aspects. each lesson. Character education has also been implemented through extracurricular activities and the development of school culture such as routine activities, spontaneous activities, role models, conditioning the school environment. (4) Supervision of character education at SMA Negeri 1 West Siau, Siau Islands Regency Tagulandang Biaro is carried out primarily by the principal and senior teachers assigned by the principal as well as all teachers with regard to monitoring student behavior either through spontaneous activities, routine activities, or exemplary habituation activities and extracurricular activities. Supervision of character education is also carried out by the education unit supervisor from the Siau Islands Regency Tagulandang Biaro Education, Youth and Sports Office.

Keywords: Character Education, Planning, Organizing, Implementing, Supervising.

INTRODUCTION

In today's national development, building national character is a priority program. Character development is an embodiment of the mandate of Pancasila and the 1945 Constitution. In the 2005–2025 National Long Term Development Plan (RPJPN), character education is placed as the foundation for realizing the national development vision, namely "Creating a society with noble, moral, ethical, and cultured character." and civilized based on Pancasila" (Ministry of National Education, 2011). Character education today has become something that is very important to be implemented in the educational environment in Indonesia, starting from elementary school, middle school/MTS, high school/vocational/MA level up to university level.

Considering the importance of character education in building the nation, schools are the spearhead of character building efforts. West Siau 1 Public High School, which is located in the capital of the Siau Islands Regency, Tagulandang Biaro, based on the results of the researcher's initial observations and informal interviews with the school principal, has implemented character education. This is stated in the school's vision and mission as well as in the Education Unit Level Curriculum (KTSP). Character education is then integrated into subjects. There are several character values that are superior values that are prioritized to be implemented in schools, namely religious values, honesty, discipline and caring for the environment. Apart from that, character education is implemented in extracurricular activities such as scouting, PMR, sports, arts and science as well as spontaneous activities, routine activities and exemplary habituation activities.

However, from initial observations and recognition from the school principal, several problems were still found in the field related to character education. This cannot be separated from the existence of students at SMA Negeri 1 West Siau who come from different backgrounds both in terms of economic, social, cultural and parental education. As for the problems encountered, firstly, there are some students who like to come late, like to skip classes during class hours and there are still students whose way of dressing and appearance is not in accordance with school rules, there are even students who dare to disobey the teacher, less attendance at flag ceremonies and school worship activities as well as social service activities at school. Second, there are some students who are less interested in taking part in extracurricular activities. Third, not all students are accommodated in the dormitory due to the limited capacity of the dormitory which results in students who cannot be controlled outside of school hours.

Apart from that, the issue of character education is not only an issue of students, but the issue of character education in schools also involves educators and educational staff. In principle, educators and educational staff are role models who must and must show exemplary behavior to students. It is still found everywhere, including at SMA Negeri 1 West Siau, that there are educators and education staff who have not fully demonstrated exemplary behavior for students, especially in terms of school attendance.

From the above background, the researcher feels it is necessary to study this problem through a research entitled "Management of Character Education at SMA Negeri 1 Siau Barat Kabubapen Siau Islands Tagulandang Biaro".

THEORETICAL REFERENCES

Nanang Fattah (in Sutikno, 2012: 4) provides an understanding of management as a process of planning, organizing, leading and controlling organizational efforts with all its aspects so that organizational goals are achieved effectively and efficiently. Furthermore, Cyril O' Dannel (in Sutikno 2012: 4) defines management as an effort to achieve a certain goal through the activities of other people.

The definition of planning according to Burhanuddin, (in Sutikno, 2012:21) is a systematic activity regarding what will be achieved, activities that must be carried out, steps, methods, implementation of the energy needed to carry out activities to achieve goals.

Organizing activities are the second organic function in management. Afiuddin (in Sutikno, 2012:37) defines organizing as the activity of arranging structures and forming relationships in order to obtain compatibility in an effort to achieve common goals.

Implementation is an activity to realize plans into real actions in order to achieve goals effectively and efficiently, so that they will have value (Wiyani, 2012: 56). Meanwhile Sule and Saefullah (2010:8) argue that implementation, implementation, or Actuating is the process of implementing a program so that it can be carried out by all parties in the organization as well as a motivating process so that all parties can be responsible with full awareness and high productivity.

Oteng Sutisna (in Sagala, 2010: 65) emphasized that supervisory actions consist of three universal steps, namely (1) measuring actions or performance, (2) comparing actions with established standards and determining differences if any, and (3) correct deviations with corrective action.

According to Amri, et al (2011:52) character education is a system of instilling character values in school members which includes the components of knowledge, awareness or willingness and action to implement these values, both towards God Almighty (YME), oneself, yourself, each other,

FINDINGS

Planning related to character education at SMA Negeri 1 West Siau, Siau Islands Regency, Tagulandang Biaro

- 1) The person responsible for character education planning at West Siau 1 Public High School, Siau Islands Regency, Tagulandang Biaro, is the principal as the top leader and top manager in managing learning activities at the school.
- 2) The principal, as the learning leader and also as the top manager, invites all elements of the teacher, including the deputy principals, to prepare an integrated character education plan in the subjects.

- 3) The principal conducted socialization about the character education plan to parents or the school committee through a committee meeting of West Siau 1 Public High School, Siau Islands Regency, Tagulandang Biaro.
- 4) The school prepares the KTSP curriculum, syllabus and RPP as a guide and guidance in carrying out all learning processes at SMA Negeri 1 Siau Barat, Siau Islands Regency, Tagulandang Biaro.
- 5) The school prepares a plan for character education development activities as well as indicators of the school's success in developing character education.
- 6) The school prepares costs or budget to support planned character education activities at SMA Negeri 1 West Siau, Siau Islands Regency, Tagulandang Biaro.

Organizing character education at SMA Negeri 1 West Siau, Siau Islands Regency, Tagulandang Biaro.

- 1) The principal of SMA Negeri 1 West Siau issued a Decree (SK) on the division of tasks in order to implement character education at school.
- 2) Each teacher, including deputy principals, laboratory managers, guidance and counseling teachers and teachers guiding extracurricular activities, received a decree on the division of tasks and functions to be carried out according to their respective responsibilities.
- 3) Each subject teacher integrates character values in the subjects to be taught.
- 4) Every teacher who supervises extracurricular activities, including guidance and counseling teachers, identifies the character values that will be included in each activity that will be participated in by students.
- 5) The school has prepared several facilities and infrastructure to support the implementation of character education at SMA Negeri 1 West Siau, Siau Islands Regency Tagulandang Biaro, although in very limited quantities, for example sports fields, science and multimedia laboratories, prayer halls, hygiene facilities.
- 6) The school prepares a budget to support the implementation of character education, both through learning activities and extracurricular activities and school cleanliness.

Implementation of Character Education at West Siau 1 Public High School, Siau Islands Regency, Tagulandang Biaro.

- 1) The implementation of character education is carried out based on the 2006 curriculum for class XII and 2013 for classes X and XI.
- 2) Each subject teacher integrates character education in the subjects taught by each teacher. The same goes for teachers who guide extracurricular activities.
- 3) Schools also carry out character education through spontaneous activities, routine activities and exemplary practice by all stakeholders.
- 4) There are obstacles in implementing character education for some students. There are still students who find it difficult to adapt to the character values taught or implemented by the

school, such as arriving late, leaving early, not being neat in their clothes, throwing rubbish carelessly.

- 5) Likewise, some teachers experience difficulties in applying character values to students. There are even teachers who have difficulty showing examples to students through daily behavior.
- 6) There are problems with facilities and infrastructure in supporting the implementation of character education, especially those related to the 2013 curriculum, where student books and teacher books do not yet exist. Furthermore, there are limitations in other facilities such as the science laboratory which physically needs repair and also the equipment is very inadequate. There is also no place of worship, still using the hall, cleaning facilities such as student toilets are limited in number, and there are no wash basins available.

Supervision of Character Education at West Siau 1 Public High School, Siau Islands Regency, Tagulandang Biaro.

- 1) Supervision of character education at SMA Negeri 1 West Siau is carried out by the principal and also involves senior teachers appointed by the principal to monitor learning activities along with the implementation of academic supervision.
- 2) Supervision is also carried out by the school principal regarding the exemplary practice of educators and educational staff and staff as well as students, also supervision is carried out by teachers in spontaneous activities and routine activities as well as extracurricular activities, the results of which are outlined in the Student Learning Results Sheet or Competency Achievement Sheet.
- 3) Supervision is also carried out by education unit supervisors, namely by supervisors from the district Education Office who carry out regular and ongoing supervision.
- 4) Each result of supervision or supervision is discussed together involving the school principal, senior teachers appointed to carry out supervision or supervision duties, the supervised teacher and the education unit supervisor.
- 5) The school provides awards and witnesses for all stakeholders who behave in a way that is in accordance or not in accordance with the values developed by the school in the context of developing character education.

DISCUSSION

Character education planning at SMA Negeri 1 West Siau, Siau Islands Regency, Tagulandang Biaro

Basically, the planning for character education at SMA Negeri 1 West Siau has been carried out by all parties at the school involving the principal, deputy principal and subject teachers, science laboratory managers, library managers, guidance and counseling teachers and teachers who guide extracurricular activities. In preparing the character education plan, the school principal as the top manager prepares the concept of a character education plan in the

school in accordance with the school's vision and mission and school goals. This concept was then discussed in the teachers' council meeting at the beginning of the school year. This is in line with what Enoch stated in Kambey (2012:44) which states that planning is the process of preparing things that will be done in the future, to achieve a predetermined goal. Furthermore, according to Wiyani (2012: 60) explains that character education management planning has two functions, namely: first, forecasting aims to determine the typical behavior of students. This typical behavior refers to the noble values contained in character education. In the curriculum component, typical behavior that has been determined is stated in the school's vision, mission and goals. Second, Planning aims to formulate indicators of students' basic competencies. In the curriculum component, basic competency indicators are positioned as a medium or measuring tool to determine whether the vision, mission and goals of character education have been achieved or not. This has implications for the learning process which must be carried out by the teacher contextually.

Paying attention to what Wiyani stated above, the planning carried out by the principal together with the staff is related to character education planning, including planning in the learning process which includes curriculum planning, syllabus and lesson plans. Specifically for lesson plans, there are important things that teachers prepare, including those related to character education learning steps such as learning approaches, learning strategies and methods, learning resources and media and assessment. Furthermore, planning is related to the development of character education activities through spontaneous activities, routine activities and exemplary habituation activities as well as extracurricular activities.

I. Organizing character education at SMA Negeri 1 West Siau, Siau Islands Regency, Tagulandang Biaro.

According to Wendrich et al in Kambey (2012: 62) that organizing is the process of designing activities in an organizational structure to achieve predetermined goals. West Siau 1 Public High School in implementing character education refers to the organizational structure that has been created and is guided by the Principal's Decree regarding the division of teaching duties.

The principal as a learning leader as well as a top manager functions all stakeholders in the school in order to implement character education in the school, both in subjects and in extracurricular activities or daily activities in school activities. The deputy principals coordinate activities at the school according to their respective duties and functions. Likewise, subject teachers, guidance and counseling teachers, library management teachers, laboratory managers, and extracurricular activity supervisor teachers are each responsible for their respective areas of duty in implementing character education for students at school.

The principal as the person in charge of the school together with the deputy principal for infrastructure and administrative staff prepares all supporting equipment in order to support the implementation of character education in the school. Meanwhile, parents or the school committee through committee meetings are invited to jointly support the implementation of character education in schools. Likewise, the OSIS as a student organization in schools is invited to align its programs with the vision and mission and goals of the school which relate to

character education. Kambey (2012:63) explains the importance of organizing as follows: First, one important part of the task of organizing is to harmonize a group of different people, bring together various interests and utilize the abilities of all in one direction. Second, organizing encourages the achievement of synergism, which means the simultaneous actions of individual units which together produce a total effect that is greater than the sum of the individual components. It is realized that the organization of character education in schools is determined by the managerial abilities of a school principal. And this can be seen in the figure of the principal at SMA Negeri 1 West Siau in organizing character education at school.

Implementation of Character Education at West Siau 1 Public High School, Siau Islands Regency, Tagulandang Biaro. The implementation of character education at SMA Negeri 1 Siau Barat, Siau Islands Regency Tagulandang Biaro is based on the results of real research that has been carried out. And in accordance with the plans that have been prepared, character education values have been integrated into the subjects. The implementation of character education at SMA Negeri 1 West Siau refers to the curriculum, both the 2006 curriculum and the 2013 curriculum, which is then outlined in the syllabus and RPP (Learning Implementation Plan) for each teacher. Apart from that, character education is also carried out through extracurricular activities and through school culture development activities such as routine activities, spontaneous activities, teacher example and school environment conditioning activities.

Ali Mustadi in Wiyani (2012: 78) said that the implementation of character education in schools can at least be achieved through four alternative strategies in an integrated manner. First, integrating the character education content that has been formulated into all subjects. Second, integrating character education into daily activities at school. Third, integrate character education into programmed or planned activities. Fourth, build communication and cooperation between schools and parents of students. It is further explained that the strategy for implementing character education in schools is carried out by realizing the teacher's commitment to implementing character education (teacher component), integrating character education into the curriculum (curriculum component), making a financing plan that supports the implementation of character education (financing component), and designing and creating a school culture based on character education (management component).

If you pay attention to the teacher component, what is considered here is the role of the teacher in character education. Basically, teachers have a role in educating, teaching, guiding, directing, training, assessing and evaluating students. By reflecting on the duties and roles of teachers, the role of teachers at SMA Negeri 1 Siau Barat in implementing character education is largely visible. Teachers have a role in educating, teaching, guiding, directing, training, assessing and evaluating students. It's just that from the results of interviews with several teachers and school principals there are still some teachers who have not shown their role in educating and guiding students. There is an impression that the task of educating is the responsibility of the guidance counselor or homeroom teacher.

Jamal Ma'mur Asmani in Wiyani (2013: 82) states that teachers play a very strategic role, especially in forming character and developing students' potential. The presence of

teachers in the community can be used as a role model and reference for the surrounding community.

With regard to the curriculum components, the West Siau 1 State High School curriculum currently used is the 2006 KTSP for class XII and the 2013 Curriculum as stated in the Decree of the Minister of Education and Culture Number 59 of 2014. to be adapted to the 2013 Curriculum. The role of the curriculum in implementing character education, as stated by Wiyani (2012:93), is that the curriculum itself is the spirit and guide in educational practices in the school environment. An overview of the qualifications expected of each school graduate will be reflected in the curriculum designed by the school management concerned. The designed curriculum must contain a grand design for character education, both in the form of a formal curriculum and a hidden curriculum. The designed curriculum must reflect the vision, mission and goals of a school that is committed to character education.

Conditions like this actually exist at SMA Negeri 1 Siau Barat, where the school curriculum or KTSP is the guideline for implementing education at school. The curriculum is also created by referring to the vision and mission as well as the goals of the school which is committed to implementing and realizing the character education of students and the character of all school stakeholders.

The KTSP school curriculum designed by the school is committed to character education, where there is a series of values that are integrated, including the value of honesty, the value of discipline, the value of courtesy and the value of cleanliness.

Law Number 20 of 2003 concerning the National Education System, especially in article 36 paragraph 3, states, among other things, that "the curriculum is prepared in accordance with the level of education within the framework of the Unitary State of the Republic of Indonesia by paying attention to a) increasing faith and piety, b) increasing noble morals..." This means that the values of faith and piety and noble morals which are part of the values of national character are a concern in managing the curriculum in every school, including at SMA Negeri 1 West Siau.

The 2013 curriculum mandates that all subjects must implement character values in the learning process in class. This means that character education is values education that must be applied by all teachers in learning tasks through core competencies (KI-1 for spiritual aspects and KI-2 for social aspects). Integrated character education in subjects is basically the introduction of values into daily behavior through the learning process, both inside and outside the classroom in all subjects. Likewise, integration in self-development activities or extracurricular activities at school. This also seems to be applied at West Siau 1 Public High School.

Next, the financing component also determines the implementation of character education. With regard to financing character education, SMA Negeri 1 Siau Barat, in preparing the School RAPB at the beginning of the school year, has budgeted for all educational needs at the school, including the implementation of character education. Schools budget for stationery costs, learning facilities costs, as well as costs for extracurricular activities. The source of funds

for character education is obtained from Central funds in the form of School Operational Assistance, Regional Funds in the form of DAK and Regional Operational funds as well as from OSIS business funds.

The preparation of the budget plan for implementing character education at SMA Negeri 1 Siau Barat starts from the activity plan or program that has been prepared and then calculates how much money is needed. The steps for preparing a budget are as follows: First, make an inventory of the plans to be implemented. Second, prepare a plan based on the priority scale for implementation. Third, determine the work program and work details. Fourth, determine the need for implementation of program details. Fifth, calculate the funds needed. Sixth, determine the source of funds to finance the plan.

Next is the management component (school culture based on character education). According to Wiyani (20012:136) that school culture is one aspect that influences student development. If the school atmosphere is full of discipline, honesty, love, this will produce good character.

Observing the environmental conditions at SMA Negeri 1 West Siau, which is located on the edge of the beach, the impression is that the school environment is cool. Based on observations from researchers and the results of interviews with informants, a safe learning atmosphere and a good school climate have actually been created. The school has routine activities such as praying at roll call time, greeting students with teachers, students with students, teachers with teachers, carrying out flag ceremonies every Monday, picketing, cleaning and carrying out religious services. The school also has a culture of spontaneous activities such as collecting donations (diakonia). intended for students or parents who are sick or have died, social service activities and visits to students or parents who are sick or have died.

Apart from that, the culture developed by the school is exemplary. It is realized that the implementation of this culture encounters many obstacles. From the results of interviews with several teachers, information was obtained that there were several teachers who had not shown exemplary behavior as teachers to students. There are still teachers who arrive late or leave prematurely. There are also some teachers who have the view that their business is only teaching. Apart from that, there are still students who come late and also leave before time. As stated in the background of the problem, this still seems to be a problem for schools in building a school culture with character.

According to Lickona in Wiyani (2012: 156), realizing a school culture that meets expectations is largely determined by six elements, as follows: First, school leaders have moral and academic leadership. Second, discipline is enforced thoroughly. Third, the school community has a sense of brotherhood. Fourth, student organizations implement democratic leadership and foster a sense of responsibility for students. Fifth, the relationship between all school members is mutually respectful, fair and cooperative. Sixth, increase attention to morality by using certain time to overcome moral problems.

Paying attention to what Lickona stated above, the conditions at SMA Negeri 1 West Siau can be stated here as follows: First, for the principal's leadership, based on the results of

interviews with several teachers, the principal has tried to be a good leader, morally and academically. . Second, discipline problems for both teachers and students still need to be improved. Third, the sense of brotherhood is very visible both among teachers and students. There are rarely fights between students. Fourth, the OSIS has implemented democratic leadership through the direct election of the OSIS chairman and his staff by all students. Fifth, the relationship between the school community respects each other and works together, which is visible in every activity carried out by the school. Sixth, increasing the morality of both students and teachers still needs to be developed. The school does not yet have a place to deposit lost items, or there is no honesty canteen.

Supervision of character education at West Siau 1 Public High School, Siau Islands Regency, Tagulandang Biaro.

Kambey (2012: 129) says that supervision can be interpreted as a process to assess whether the activities that have been carried out are in accordance with the plans that have been made and how far the organization's goals have been achieved. The purpose of supervision is to obtain input on whether implementation is in accordance with planning.

The supervision of character education at SMA Negeri 1 West Siau is carried out by the school principal. The results of interviews with all subject teacher informants stated that the person carrying out supervision was the principal who was assisted by senior teachers assigned by the principal in relation to supervising learning activities. Apart from that, there are also education unit supervisors, namely supervisors from the District Education Office. Meanwhile, teachers or educators supervise students' behavior in spontaneous activities, routine activities or exemplary practice and extracurricular activities.

In general, supervision activities are carried out in order to find out to what extent the character education plans that have been prepared are implemented by each teacher in the classroom and outside the classroom. Observing what was stated by Siagian in Kambey (2012: 129) that the targets of supervision are as follows: First, that through supervision the implementation of the tasks that have been determined is truly in accordance with the pattern outlined in the plan. Second, that the organizational structure and hierarchy conform to the pattern determined in the plan. Third, that a person is truly placed in accordance with their talents, skills, education and experience and that efforts to develop employee skills are carried out in a planned, continuous and systematic manner. Fourth, try to use tools to be as economical as possible. Fifth, that work systems and procedures do not deviate from the policy lines that have been reflected in the plan. Sixth, that the division of tasks, authority and responsibilities is based on objective and rational considerations and not on the basis of "personal likes and dislikes". Seventh, that there is no deviation and/or abuse in the use of power, position, and especially finances.

The implementation of supervision of character education at SMA Negeri 1 West Siau is really aimed at ensuring the achievement of plans that have been prepared previously. Apart from that, supervision of character education at SMA Negeri 1 West Siau is in line with what was stated by Wiyani (2012:61) that supervision of character education management has three

(3) functions, namely: First, Leading, aims to lead student behavior in the value transformation process. - noble values. Second, Directing, aims to direct student behavior in the process of transforming noble values. Third, Controlling, aims to correct student behavior in the process of transforming noble values.

In connection with the control function, supervision of character education at SMA Negeri 1 West Siau is also carried out by teachers for students where the results are then stated in the Student Learning Results Sheet and Student Competency Achievement Sheet. This method also serves as feedback for students to find out about attitudes and behavior during the learning process at school, either in one semester or in one academic year.

CONCLUSION

1) Character education planning at SMA Negeri 1 Siau Barat Siau Islands Regency TagulandangBiaro is based on the curriculum and the school's vision and mission where the principal together with the deputy principals and the teacher council have prepared a character education plan that is integrated in subjects and extracurricular activities as well as environmental conditioning. school.

2) The organization of character education at West Siau 1 Public High School, Siau Islands Regency TagulandangBiaro is carried out by referring to the principal's Decree regarding the division of tasks for each school component, as well as through the joint commitment of all stakeholders in supporting the implementation of character education and conditioning through the availability of supporting facilities. , example, appreciation and empowerment.

3) The implementation of character education at West Siau State High School involves the role of all stakeholders including the principal, teachers, staff, OSIS and parents through various activities including learning activities in which character values have been integrated in all respective subjects and implemented through extracurricular activities and development of school culture such as routine activities, spontaneous activities, role models, conditioning the school environment.

4) Supervision of character education at SMA Negeri 1 West Siau, Siau Islands Regency TagulandangBiaro is carried out mainly by the principal and senior teachers assigned by the principal and all teachers with regard to monitoring student behavior through spontaneous activities, routine activities and exemplary habituation activities. as well as extracurricular activities, are also carried out by the education unit supervisor from the Siau Islands Regency TagulandangBiaro Education, Youth and Sports Office.

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