

Educational Management Of Educational Culture And Character In 3 Public Elementary Schools Pilots Bireuen

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Abstract

Some of the problems of educational institutional management, especially in the out-of-school education path that are being faced today are: 1) the high illiteracy rate in various age ranges, 2) there are still school-age children who are out of the school education system, 3) many elementary, junior high school, high school graduates who do not continue to a higher level, 4) the large number of the unemployed labor force population because they are unable to compete in the job market, 5) the heavy burden on families and communities in making ends meet due to poverty. The five main problems above, the Ministry of National Education has developed a countermeasure strategy that can be implemented in various pathways, types and levels of education, namely life skills-oriented education through a broad-based education approach. In the process of cultural education and the personality of the nation, learners actively develop pots. One of the latest national education policies in Indonesia is to implement education with the character of national values in Indonesian schools. In the process of cultural education and the personality of the nation, learners actively develop their potential, internalize and internalize the values of their personality by integrating into society, develop developing a more prosperous society life and developing a decent national life. Culture is a whole system of thoughts and feelings, actions and works produced by man in social life that are worthy of study. Through education that develops cultural values and national courage, students have similar values and personalities to themselves, able to apply these values in their lives as individuals, as members of society and as religious, ethnic, productive and creative citizens.

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I. INTRODUCTION

Indonesia as a developing country has not escaped these changes. For example, the issue of the culture and character of the nation is attracting the attention of the public or is becoming a central issue at the moment, attracting the attention, thoughts and concerns of many people in this country. The fundamental problem is related to the decline of cultural values and characteristics of social life (Kemendiknas, 2010).

Education today is more concerned with achievements or successes in academic,

moral, religious, socio-cultural fields that are sometimes forgotten and even considered unimportant. What happened in the end was a lot of negative things done by the successors of this nation. Today, education is organized only to meet the needs of work, in search of documents, not to improve life. If we observe, our national education achievements are still far from expectations, let alone able to compete with the development of education at the global level. Both quantitatively and qualitatively, the national education system still has many fundamental weaknesses (Nurokhim, 2007).

Basically, education in Indonesia not only fails to improve students' intelligence and skills, but also fails to form dispositions and personalities that can even lead to moral degradation. It must be admitted that the formation of disposition or ethics is very important, very urgent and absolute or non-negotiable. Various kinds of events and events one after another that have occurred in the country have encouraged many parties who are trying to apply the concept of education to pay more attention to moral education, including character education. Where the character is used to represent his existence. Education is a process that helps the younger generation become fully and fully human, covering all aspects of human life such as cognitive, emotional, social, moral, emotional, aesthetic, aesthetic, religious, personality, and physical (Suparno, 2008).

All these aspects must be developed through character education. In fact, education always includes character education. Teachers in education also instill fighting power, teach students to respect others, practice honesty, discipline and others. But lately, formal schools seem so focused on the cognitive aspect that they ignore values education.

Nowadays character education is becoming increasingly important and urgent due to various circumstances that affect this country, such as the influence of globalization (consumerism, drugs), religion, etc. decline in morality (ethnic, religious, racial conflicts), free markets, limited job opportunities, reduced social sensitivity, and individualism. Moral education is very important to carry out, even though it is seen as outside the purpose of education, while intelligence is a measure of success. Intelligence alone is not enough if it is not based on moral values. The absence of moral values is the cause of various chaos. Ideally, character education is taught in an integrated manner in all lessons, through parents, the media and the community. Without the cooperation of all parties, it will be difficult to achieve the desired results (Koesoema A, 2007).

School-based character education is a continuous program and is in line with the overall education management system. This is based on: the purpose of national education,

which is to form a whole person. One of the ways proposed by the government is to establish honesty canteens in schools, from elementary to high school. Honesty Canteen aims to train students to be honest in paying for the food they eat, then it becomes one of the indicators to assess students' honesty. Honesty that is instilled from an early age will certainly have an impact on the adult lives of these students. Hopefully in the future they will remain honest, to avoid corrupt practices. We all know that Indonesia has long been hit by an ethical crisis where lies have become trivial matters, including corruption by the Indonesian government.

The importance of managing the development of cultural education and national character in Indonesia is due to research on the following matters: 1) The low level of student honesty, as evidenced by the existence of a culture of cheating all the time. mock test). 2) Decreased moral attitudes and respect for elders, parents and teachers. 3) A decrease in ethics in the use of polite and courteous language. 4) Increased brawl and crime by students at the lower school level. 5) The weak character of students, including educators and education staff, causes the instillation of personality values in the learning process to be ineffective due to the weakness of the school management system at the school level and even at the higher unit level.

SD Negeri 3 Pilot was selected as a "Pilot in Cultural Character" school in 2010. However, the school still encounters obstacles in the implementation process, namely: discipline, which is very lacking. even though it has been done in terms of student discipline and independence, it is still lacking and the curiosity of teachers with the development of scientific technology outside of school is still lacking and the honesty canteen has not functioned optimally.

In this management, the process of culture and character education involves and involves organizing, directing, coordinating, and evaluating people to achieve these goals. The process includes: planning, organizing, implementing and monitoring. While the base comes from the word base which means basic or basic (Nurkolis, 2002). According to

Hersey and Blanchard in Sudjana (2004), it means "management as working with and through individuals and groups to achieve organizational goals", meaning that management is an action activity carried out together and through individuals and groups to achieve their goals. Hersey and Blanchard further point out that this definition is not aimed at one type of organization, but can be applied to many different types of organizations, where individuals and groups come together to achieve a common goal. Thus, education administration is the way schools regulate, manage, identify, mobilize or implement and supervise the implementation of cultural and character education from SDN 3 Peusangan Pilot, Bireuen Regency.

Education based on culture and good character is the utilization and empowerment of all resources owned by the school, through processes and approaches to achieve its goals effectively and efficiently. , nation and environment. Meanwhile, according to Terry (Rusman, 2010:122), education management includes planning, organizing, implementing and controlling. According to Lickona, simply character education can be interpreted as all efforts that can be made to influence the character of students. Therefore, the researcher can conclude that character education is a deliberate effort to help a person understand, pay attention to, and apply core moral values.

Doni Koesoema (2007), through his book, *Character Education: Strategy for Children's Education in the Global Era*, tries to map the process of implementing character education through defining strategies for returning to learning. According to him, there are two learning models that must be synergistic in their implementation. First, by looking at character education in a narrower scope of moral understanding. The learning model achieved by instilling certain moral values in children is beneficial for their personal development as individuals and as a society. Second, examine character education from the perspective of a broader understanding of ethical issues by looking at all social events from an educational perspective. Directing learning by discussing specifically how liberal values emerge in the context of more

structured relationships, in relation to other educational actors, such as family, society and the state.

The main prerequisite for building character and educating virtue is freedom. This freedom can be understood as without coercion, so that every individual dares to be creative and devotes all his ability to reflect his conscience in concrete actions. However, it is this freedom that has been deprived and exercised for a long time in political policy-making or in educational practice. In fact, without freedom, what happens is not character growth, but character decline.

The implementation of character education through the orientation of learning in schools would be difficult without an exemplary model of the application of primitive values in real life, in schools rather than in the public sector. If that were the case, the GPA would be an illusion.

Thus, it can be concluded that for researchers, the management of cultural education and national character in this study is actually a process of managing various pedagogical management activities in the school environment accompanied by a strong commitment to each actor and manager behavior. imbued with cultural values. And noble personality to directly support the success of the character education process, which leads to the productivity of the quality of graduates with noble character in accordance with the requirements of national educational objectives.

II. METHODS

This type of research is descriptive qualitative research using a survey. This type of descriptive research describes the state of management of cultural education and the education of the nation's character. Then this research uses a qualitative approach. A qualitative approach is an approach in conducting research oriented to phenomena or symptoms of a natural nature (Ali, 1993).

Research data sources are divided into two, namely primary data sources and secondary data sources. Primary data, namely data obtained from primary data sources include all principals, one religious teacher, one

vocational teacher and administrative staff. Second, that is, supporting data that is relevant to the issue under discussion. This secondary data comes from the data provider or library book associated with the primary data listed in the bibliography, school documents

III. RESULTS AND DISCUSSION

A. Results

Qualitatively processed and analyzed descriptively begins by summarizing and attenuating, presenting data, conducting observations and drawing conclusions from results.

1. Planning

Steps to create honest values in SDN 3 pilot Peusangan District Bireuen include: 1) initial meeting. Discuss the values of honesty that should be done in school. 2) formation of the committee. Teachers are instrumental in activities that instill the value of honesty in students. 3) socialization: every school return and every Saturday the continuation of the education of the character of the nation. 4) prepare equipment for activities related to the value of honesty. 5) Sponsor: School Committee, student tutor.

2. Execution

The results of the interview with the principal revealed that the implementation of the education of the nation's character in the values of honesty is implemented in canteens honesty and places of discovery of lost items. Honesty canteen that is in SDN 3 pilot Peusangan District Bireuen this is certainly in the introduction of honesty canteen and the place of Return of lost goods. Teachers more important perperan in the implementation of canteen honesty in SDN 3 pilot Peusangan District Bireuen

Table 1: Results Evaluation Activities Implementation Canteen Honesty

No.	Assessed Aspects	Value			
		1	2	3	4
1.	The ability of teachers to define canteen honesty to students:				
	a. Explain the function of honesty canteen				4
	b. Explain the purpose of established canteen honesty				4
	c. Explain the benefits of canteen honesty				4
2.	The ability of teachers to respond to learners to buy and sell in canteen honesty				

No.	Assessed Aspects	Value			
		1	2	3	4
	a. Provide innovation to buy snacks in the cafeteria honesty			3	
	b. Teachers give confidence to students in conducting transaction in the cafeteria honesty				4
	c. Teachers respond to responses from students about canteen honesty				4
3.	The ability of teachers to report the results of buying and selling canteen honesty				
	a. Report the gains or losses obtained by canteen honesty to learners			3	
	b. Teachers reveals what factors cause cafeteria honesty benefits or harm			3	

B. Discussion

From the data obtained by making observations in the process of implementing the honesty canteen contained in the table above. The data obtained from this informant will be processed using qualitative descriptive technique approach. For details, it will be described as follows: initial activities. The ability of teachers to define the canteen honesty to students, has been done / implemented well and is in accordance with the steps of activities in the canteen honesty. Because to develop the values of honesty and anti-corruption, teachers must be able to explain the benefits and objectives of the canteen honesty, namely: 1) train students to behave honestly. 2) instill the values of independence to learners. 3) train students to obey and obey the norms, rules and regulations that apply both in school and in the community. By giving counseling every Saturday at the time of school, the knowledge of students in understanding the definition, purpose and benefits of honesty canteen. After they understand at the time of the buying and selling process, will run in accordance with the purpose and function of the canteen honesty. Core Activities. The ability of teachers to respond to students to buy and sell in the Cantin honesty has been done well. The results of researchers ' observations from: 1) provide motivation to buy snacks in the cafeteria honesty. 2) teachers give confidence to students in conducting transactions in the cafeteria honesty. 3) teachers respond to responses from learners about Canteen honesty. By providing motivation to buy snacks in the cafeteria honesty to train students to behave

honestly in the slightest case. Not only in school but also outside the school environment. And teachers should be able to give full confidence to students when they conduct trading activities in the cafeteria honesty. Teachers should also respond if there are students who want to ask directly to the teacher

Final Activity. The results of observations about the ability of teachers in reporting the results of buying and selling canteens honesty, this can be seen on:

1) The teacher reports the profit or loss earned by the honesty canteen to the school. 2) The teacher reveals what factors cause canteen honesty gain or loss. But the activity in the profit and loss reports on the honesty canteen is already very rare, because it is rarely opened. Similarly, the attention of teachers is very lacking in activity there are activities available in SDN 3 pilot Peusangan Bireuen District

After seeing the achievement of assessment indicators from the researchers in SDN 3 pilot Peusangan Bireuen district, has not been effective. Because there are still obstacles that occur during the implementation of indicators of cultural values and education character of the nation in SDN 3 pilot Peusangan District Bireuen.

1) Discipline Indicators

The results of the observations of the researchers, the discipline indicators available in SDN 3 pilot Peusangan District Bireuen not yet maximal. SDN 3 pilot Peusangan Regency, already made rules with the culture of shame as well as with the slogans "on time" and content that is cultured shame one of them is shame for coming late. However, some came too late. Among others: 1) at the time of routine school ceremonies: there are still late taught participants (for any reason), the school directly imposes sanctions on late taught participants by standing in public or in the front row. However, the application of the sanction is still violated by the educated participants. There are still educated participants who repeat their delay to attend school ceremonies. 2) before the process of learning to teach: there are still educated participants who are often late to come. Students who are late will face the picket teacher and get sanctioned when it is three times too late to come to school. But his teacher was only given a rebuke. The solution, the school must be more improved discipline so that the indicators of cultural success and education character of the nation will be achieved effectively and efficiently. So that it can reflect the school that truly became

the "stub of Culture and education of the character of the nation". When there is a student who is often late, the school should call the student asked why he is often late to come to school.

2) Independent Indicators

The results of the observations of the researchers, the survival of the existing SDN 3 pilot Peusangan District Bireuen has not been effective. There is still an apprentice waiting for his parents. Researchers still find parents of students waiting and always controlling their children. Even though school shouldn't let this happen. Because the child will not be independent when the parents keep an eye on the child.

The solution, if there is a guardian student who is always waiting or checking his child in school, the school should give instructions to the Guardian student. If you are already in school, parents are already fully surrendered to the school's upbringing. When you are out of school, it is the responsibility of your parents.

3) Curiosity Index

Curiosity that is in SDN 3 pilot Peusangan District Bireuen, there are still obstacles have not been created adequate conditions for the community in the school to deepen education, science, technology and culture. This is easy to see outside of school. Teachers who follow the thematic activities of cultural education and the courage of the nation are only teachers who are appointed by the director. However, strengthening the culture and character of the nation is a participatory development process involving the entire school community. The school should provide an opportunity to develop cultural and technological knowledge. SDN 3 pilot Peusangan Bireuen District, in technology technology is still very minimal. As a result of researchers' observations, teachers give you complete tasks compared to typing and opening the Internet and printing out loud. SDN 3 pilot Peusangan District Bireuen, only one duty like you.

In addition, a computer course will be held at the Teachers at SDN 3 Pilot Peusangan, Bireuen Regency, because it has become a burden for you because there are many assignments. This is due to the many balls missing from miscpop., Excel and the Internet, and others. For this reason, schools must organize special training for teachers who have a technology gap, so that technological stuttering will no longer exist.

4) Honesty Indicator

Canteen Barriers to maintain student honesty. There are still students who threaten the student on duty not to tell the teacher that they have not paid an honest salary. After being reported to the ticket teacher by the student on duty, the student was instructed not to do so, because it would affect his character and honesty value.

For this reason, schools must install CCTV cameras so that the honest buying and selling process in the office is effective. Students who often do not pay, are called by the teacher to advise not to do it again. Because he understands corruption if he is threatened, and taking food is not his. Therefore, it can be concluded that the value of honesty is a student's learning or habit and one must always be honest in doing even the smallest things. Do not let our young generation become the heirs of the corrupt who often rob the rights of their own country.

IV. CONCLUSION/RECOMENDATION

From the results of the study it can be concluded that the management of cultural and ethnic education in public elementary schools has not been effective. Management of cultural education and national character includes: Planning aspects of cultural education at SDN 3 Peusangan Pilot Bireuen Regency, which has been well implemented, in the cultural field, namely: clean culture, shy culture and 5S culture (smile, greet, greet, be friendly). polite and courteous). While the Honesty Canteen plan at SDN 3 Pilot Peusangan, Bireuen Regency, was very good in terms of planning, to make students be honest in all things. The aspect of implementing clean culture education at SDN 3 Pilot Peusangan Bireuen Regency, namely religious education by attaching the proverb: "cleanliness is part of faith", this gem Pearl of wisdom is asked to memorize this pearl which is very well made. wisdom so that it is embedded in the heart that cleanliness is part of faith. The culture of shame, the application of the culture of shame at SDN 3 Peusangan Peusangan, Bireuen Regency, has been included in the school's slogan and is displayed, but there are still students who are late for school, which is not in accordance with cultural rules. embarrassed when they make mistakes, so the culture of shame doesn't work. The 5S culture (smiles, greetings, greetings and

manners), the implementation of 5S culture at SDN 3 Peusangan Pilot, Bireuen Regency, is going well, this 5S culture can create an atmosphere of harmony and friendliness of guests, mutual respect and create a peaceful atmosphere. Meanwhile, the enforcement of canteen honesty rules is good enough. Because the level of teacher engagement is still very low, because teachers lack interest in honesty, canteens about honesty are rarely open, State Elementary School 3 Pilot Peusangan, Bireuen Regency, even if students are ordered to use canteen honesty. Because this can create the value of honesty found in national character education. While the limitations in the industrial discipline index, at the time of the ceremony, there are always students involved in the indicators of curiosity and teacher capacity about technology is still lacking and requires special training and training. Development Science is related to education and the character of national culture.

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