

# Management Of Strengthening Character Education To Produce High Quality Graduates At Spk Saint John's Catholic And Insan Cendekia Madani High School

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## Abstract.

*This research is driven by the problems in implementing character education at school which have not yet met expectations. It is closely related to the management of strengthening character education which plays an important role but has not been implemented effectively. The research was conducted with a qualitative approach-case study method. Data collection techniques were carried out through (1) in-depth interviews, (2) direct observations, and (3) documentation studies. In general, this study aims to identify and analyze the management of strengthening character education to produce quality graduates. Specifically, it is also to find out and analyze: (1) the planning process, (2) implementation, (3) evaluation, (4) follow-ups, (5) problems, (6) solutions, and (7) results of strengthening character education related to the quality of graduates at Saint John's Catholic School and Insan Cendekia Madani High School, South Tangerang City, Banten. The theoretical foundation used is Total Quality Management (TQM). As an approach, TQM is expected to raise the quality of graduates with strong character and thus, increase customer satisfaction, improved quality, and commitment. To improve the quality, the Deming Cycle or PDCA (Plan, Do, Check, and Act) method is used to ensure any deviation or failure is detected and corrected quickly. Hence, the efforts to strengthen character education have an impact on the students, not only the cognitive aspect (moral knowing), but also the affective (moral feeling), and psychomotor (moral behavior). The results of this study indicate that: (1) The management planning for strengthening character education has referred to the vision, mission, goals, and values of the school. It is necessary to clarify the order of priority to solve the occurring problems. (2) The implementation of strengthening character education has been going well. However, school principals need to improve coordination with parents and the community, develop teacher professionalism and supervise consistently and continuously. (3) The evaluation has been carried out in accordance with the assessment steps. Aspects of strengthening character have been carried out well, i.e. religious teachings and beliefs, which emphasize respecting diversity, and increasing student learning abilities. It is necessary to improve the aspects of moral values in compliance with social rules. (4) Follow-ups have been carried out based on the evaluation results to take corrective actions for standardization purposes.*

**Keywords:** Management of SPK Character Education, Strengthening Character Values, and Quality of Graduates

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## I. INTRODUCTION

Educational institutions or schools not only have a role in carrying out education effectively and efficiently, but also implement and internalize character education optimally. Character education has a very broad meaning which is often associated with moral education or character education. Barnawi and Arifin (2012:22-24) have collected various definitions of character education according to experts, including that Character Education. The implementation of community character and moral values is very important and urgent because it can affect the progress of a nation. This is in line with the opinion of Lickona (1992:12-22) who argues that there are ten indications of the destruction of a nation caused by the loss of character, including: (1) increasing violent behavior among teenagers (2) cultivating dishonesty behavior (3) attitude fanatical about the group (peer-group) (4) low respect for parents, teachers, and leaders (5) increasingly blurred moral values as a way of life (6) use of words or language that tends to worsen (7) increased destructive behavior such as drugs and free sex (8) low sense of responsibility as individuals and citizens (9) decreased work ethic, and (10) lack of concern for others with increased suspicion and hatred. In line with Lickona, In the context of strengthening character education, one important factor that must receive attention is the national education system which tends to place teaching as the focus of education so that it often

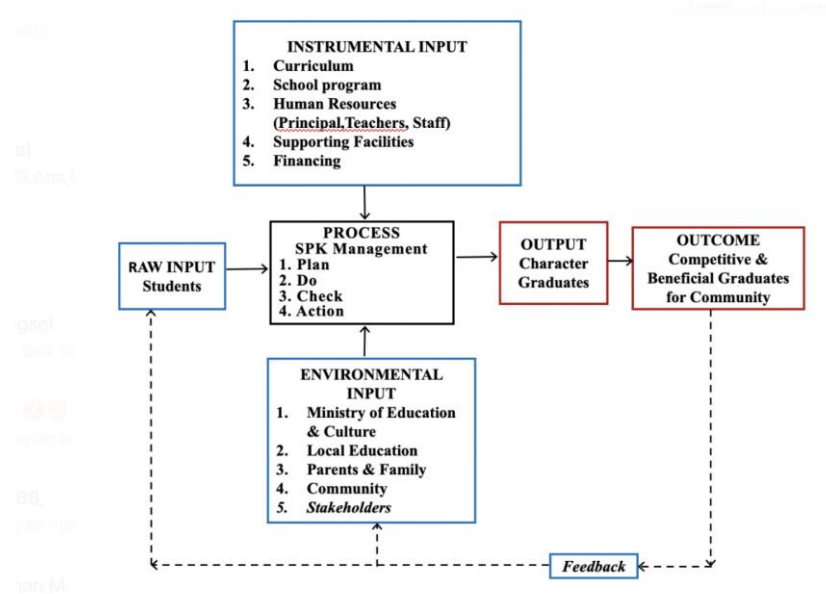
ignores the balance of academic and non-academic aspects of students in developing their potential optimal. This is in line with the view of Mulyasana (2011:15-16), who argues that the national education system tends to place a larger portion of teaching than education so that education is more towards the process of increasing abilities, skills and intelligence, which causes an imbalance in self-quality, namely in improving growth and personality quality of students.

Learning orientation prioritizes the process of mastering the material (transfer of knowledge & skills) rather than personality and conscience. Strengthening character education in schools is very urgent in the education system in Indonesia. With the increasing number of brawls between students, as well as other forms of juvenile delinquency that often occur in big cities in general, extortion and violent (bullying) behavior include the dominance of seniors over their juniors, the phenomenon of "Bonek" supporters, drug abuse, and so on (Darwis (2014)). 2020:5), then strengthening character education among students in particular becomes a very urgent task. While Said (2007:7), explicitly states that character education is very essential in the nation and state because the loss of a character will have an impact on the loss of generations. The successor of the nation. The fact that the strengthening of character education has not had a significant impact on efforts to improve the quality of education is reflected in the behavior or actions of various phenomena that are contrary to the moral values, character, and personality of the nation which have a major impact on the development of children as the nation's future generation. This is according to Siswanto (2007: 61), because the implementation of moral education through religious education only reaches the cognitive aspect, thus there is a gap between knowledge (cognition) and behavior (action). Therefore, in order for the strengthening of character education in the school environment to run effectively and efficiently, good management of educational units is needed that is able to maintain a balance of knowledge acquired by children and their application which is reflected in daily behavior. Strengthening quality character and moral education will have an impact on the quality of education, especially in an effort to help prepare the future of the nation's children, not only academically smart, but also having good character.

The results of Sukatin et al. (2021), revealed that in an all-digital era, the role of parents, teachers, and the surrounding community is very necessary in order to improve the character of teenagers as candidates for the nation's successors who are honest, responsible, caring, and have a high sense of nationalism. Thus, the involvement of all parties is very important to realize the character of students which has an impact on the quality of education and graduates. The management of strengthening student character education is very important in realizing the quality of education in the education unit because it is related to changes in student behavior and morals in achieving learning achievement. As the results of research by Hasibuan, Syah, and Marzuki (2018), that character education management has an influence on changes in student behavior and morals in achieving learning achievement at school. Likewise, the results of Sulhan's research (2015), which show the importance of character education management because quality education is produced by a quality process through the formation/development of character values that are internalized into a superior person in a systemic-integrative character education management system so as to produce excellent quality of graduates. Furthermore, the results of research by Prihartoyo and Dwiningrum (2014) which show that the success of character education in schools is largely determined by the role of education management in schools which is carried out by involving school residents and parents guided by a strong, well-organized, well-organized vision and mission. dynamic, monitored and controlled strictly by appointed officials and evaluated comprehensively.

Furthermore, research conducted by Ajie (2019), which analyzes the management of student character education where the core values of character education are contained in the vision and mission related to the development of a whole person through planning, implementing, and controlling character education. Based on the picture of the problem formulation, the raw inputs are students with all potential, talents, interests, intelligence, character, and personality that will be optimized through the process of strengthening character in education. Meanwhile, instrumental input or input tools are all factors, either directly or indirectly, affecting the process of fostering student character, including curriculum, school programs, human resources (principal, teacher, staff), supporting infrastructure, and financing. Furthermore, environmental inputs are all factors, both directly and indirectly, that affect the process of strengthening

student character education, including the Ministry of Education and Culture, Local Education, parents and families, community, and stakeholders. The process has a very important role to achieve the expected goals which are reflected in the output (output) which is a person with character or character and outcome (influence or impact) namely graduates who have character or character. Outputs and outcomes are realized if there are changes in students, both cognitive, affective, and psychomotor aspects. Furthermore, feedback is carried out to ensure that the stages of the process proceed according to their objectives by examining the advantages and disadvantages as a basis for improving the next stage. To ensure the process runs effectively and efficiently, a PDCA or Plan, Do, Check, and Action management model is needed, namely a continuous improvement process starting from planning, implementing, monitoring and evaluating, as well as following up on results for further improvements



**Fig 1.1.** Formulation of research problems

The indicators of problem limitation so that research is more focused are as follows: Planning (Plan) in, Implementation (Do) of, Evaluation (Check) of, Follow-up (Act), the Problems encountered in and the Results of strengthening student character education in realizing the quality of graduates.

## II. METHODS

This research uses descriptive qualitative approach. In this study, the author uses a case study design whose process is carried out through data collection with interview, documentation, and observation techniques. The reason the author uses a qualitative approach is because the problems to be studied do not yet have clarity, holistic, complex, dynamic and meaningful so that it is impossible for data on these social situations to be captured by quantitative research using test instruments, questionnaires, and interview guidelines. In addition, researchers also intend to be able to understand social situations in depth, find patterns, hypotheses, and theories. The author in conducting this research uses qualitative methods with the type of case study research. Research with qualitative methods according to Creswell (Raco, 2010: 7), is defined as an approach or search carried out by exploring and understanding a central phenomenon. Therefore, to be able to understand the central phenomenon, the researcher interviewed the research participants or participants by asking general and rather broad questions. Techniques and Data Collection Instruments are triangulated (combined) that is using various data collection techniques combined/simultaneously. According to Wiersma (Sugiyono, 2014: 372), triangulation is defined as "Triangulation is qualitative cross-validation.

It assesses the sources of multiple data collection procedures", namely that triangulation in credibility testing is interpreted as checking data from various sources in various ways, and over time. In this study, the main data collection techniques were participant observation, in-depth interviews, documentation studies, and a combination of the three or triangulation. While the Research Instruments used were

Observation Sheets, Interview Guidelines, and Documentation Guidelines on Program Evaluation, and Analysis of Program Implementation. This research was conducted in three stages, namely: (1) initial orientation for 1 week at the research site, (2) general exploration for 1 month, and (3) focused exploration for 2 months. First, at the initial orientation stage, it is carried out so that researchers can adapt to the situation and conditions at the research location. Second, the general exploration stage, carried out to extract general information to each informant regarding the implementation of character education strengthening management in realizing the quality of student graduates in the Cooperation Education Unit (SPK) school. Third, the focused exploration stage. At this stage, the researcher conducted Key Informant Interview (KII) and Focus Group Discussion (FGD), and the results of these activities would be combined with all information in the general exploration stage so that links could be found for further analysis. Each linkage of information from the three stages will be coded according to the research focus.

### III. RESULT AND DISCUSSION

Based on the data or facts found during the research, PPK planning in realizing the quality of graduates has been carried out, both at Saint John's Catholic School and Insan Cendekia Madani High School with problem identification and analysis (SWOT) carried out before formulating and determining character education strengthening program plans. Based on the results of the identification and analysis of the problem, then the formulation of the problem is carried out. With reference to the results of the analysis, strategic planning (Strategic Goal Setting) is then drawn up through long-, medium-, and annual or short-term program plans with reference to the vision, mission, goals, and values that have been set by the school. These programs are structured in a concrete, measurable manner, using targets to be achieved based on predetermined character values. The preparation of the KDP Program Plan involves elements of the Principal, Deputy Principal, Teachers, Education Personnel or staff.

In determining the program, schools also obtain input from external parties, namely parents or school committees and alumni. In planning the strengthening of character education, the implementation steps for strengthening character education have also been formulated, namely: (1) determining what characters will be upheld by the school; (2) compiling indicators in each selected value; (3) incorporating indicators into the lesson plan and (4) implementing activities. The activities carried out in the planning program to realize the stages to make it run effectively, then carry out implementation steps, namely: (1) Establishment the PPK program development team, (2) Preparation of the KDP program, (3) Formulation of the KDP program, (4) Management of the KDP program, (5) Determining character values in learning, extracurricular, habituation, and school culture activities, and (6) Budget management and carrying capacity. An example of one aspect that must be planned by the school is the Results and Objectives of School as presented in table 1.1.

**Table 1.1.** Sample Results and Objectives of School Profile Documentation Study at SMA Saint John's Catholic School and SMA Insan Cendekia Madani

No.	Objects and Objectives of Documentation Studies	
	SMA Saint John's Catholic School	SMA Insan Cendekia Madani
	Documentation Study Description	
13	Learning Process	
	SMA John High School has a Student Handbook which is a reference in the implementation of all school programs, including student character development and learning programs. At the beginning of each school year, a Student Orientation Day is always held, a Teacher's Meeting (Teachers Orientation Day) and a Parents' Orientation Day are held. One of the objectives of the meeting was to socialize the plan for the implementation of Strengthening Character Education. If the activity involves a third party (vendor) then it is an obligation for the vendor	The learning process is directed to find answers independently (discovery learning) and encourage students to solve problems (problem solving) from case studies that occur in the community. The list of subjects held at SMA ICM include: (1) Islamic Religious Education; (2) Tahsin Tahfidz; (3) English; (4) Arabic; (5) Indonesian; (6) Mathematics; (7) Physics; (8) Biology; (9) Chemistry; (10) Social; (11) PPKn; and (12) Arts and Culture National Activities/Nationalism

to make socialization to students and parents.	
15	Character Education Strengthening Program
<p>The program to strengthen character education for students is carried out by implementing a process called "Pastoral Care". In the Pastoral Care process, each student is seen as an individual who has their own uniqueness. Through various activities, the school wants to instill a strong and comprehensive basic education pattern to students that touches all aspects, namely scientia, vitus et vita (knowledge, virtues and life). In implementing the strengthening of character education, Saint John's school students use an approach through various activities such as spiritual activities (retreats); camping activities, outreach activities, mass and shedding. The program to strengthen character education in schools is carried out by implementing several strategies, including: 5) Exemplary. The exemplary role models are the teachers and staff. ... The teacher observes student behavior. 16 Religious Activity Religious activities at Saint John's Catholic School include retreats, devotions or reflections in the morning before starting learning, sephering, month of the Bible, sharing and care. Religious values are carried out through .... In addition, the school also runs other religious programs such as abstinence from fasting, Ash Wednesday, and confession of sins</p>	<p>SMA Insan Cendekia Madani Serpong or known as ICM Tangerang Selatan is one of the well-known Boarding Schools with various advantages, especially in terms of facilities. ICM is under the auspices of the Prosperous Education Foundation, which uses the Islamic Boarding School model for junior and senior high school students with general education based on the National and International Curriculum and boarding schools with Islamic nuances. There are 3 curricula provided, namely: (1) National Curriculum with K-13 which demands student activity, (2) Cambridge Curriculum for Mathematics, English, Chemistry, Physics, Biology (Science) materials, making ICM an international standard school. ICM's typical religious-based curriculum that is applied in daily life in dormitories on a regular basis such as the Tahfidz Quran with a target of two juz during the learning period</p>

In planning the PPK, the standard of success in planning for strengthening character education is also formulated at Saint John's Catholic School, and Insan Cendekia Madani High School. The standards for the success of strengthening character education are formulated in the form of assessment indicators to measure the achievement of strengthening character education. The formulation of success standards is also regulated in the Regulation of the Minister of ECRT of the RI Number 5 of 2022 concerning Graduate Competency Standards in Early, Basic, and Secondary Education Levels, Chapter V, Article 8 Graduate Competency Standards in The Secondary Education level as referred to in Article 9 Graduate Competency Standards in educational units is focused on: (1) preparation of students to become members of the community who believe and fear God Almighty and have noble character; (2) the cultivation of characters in accordance with the values of Pancasila; and (3) knowledge to improve the competence of students so that they can live independently and participate in further education. Competency Standards of graduates at the general secondary education level include: (1) loving themselves, respecting others and preserving the universe as a form of love for God Almighty, demonstrating religious and spiritual attitudes according to religious teachings/beliefs, fully understanding religious teachings in general. intact, routinely performing worship with appreciation, upholding (prioritizing) integrity and honesty, defending the truth, preserving nature, balancing physical, mental and spiritual health, as well as fulfilling obligations and rights as citizens; (2) express and be proud of their identity and culture, respect and place the diversity of national and global society and culture equally and fairly, actively engage in intercultural interactions, reject stereotypes and discrimination, and take the initiative to protect the Unitary State of the RI;

(3) showing an active attitude to encourage caring and sharing behavior, as well as the ability to collaborate across circles in the immediate environment, the surrounding environment, and the wider community; (4) demonstrating responsible behavior, reflecting, taking the initiative and designing strategies for learning and self-development, and accustomed to adapting and maintaining commitment to achieving goals; (5) showing cultural behavior by conveying original ideas, making documented creative actions and

works, and always looking for alternative solutions to problems in their environment; (6) demonstrate the ability to analyze complex problems and ideas, conclude the results and present arguments that support their thinking based on accurate data; (7) demonstrate literacy skills and hobbies in the form of evaluating and reflecting on texts to produce complex inferences, convey responses to information, and write expository and narrative perspectives from various perspectives; and (8) demonstrate numeracy skills in reasoning using concepts, procedures, facts and mathematical tools to solve problems related to oneself, the immediate environment, the surrounding community, and the global community. The weakness in planning is the lack of clarity in the order of priority scales that must be resolved immediately according to the objectives to be achieved, especially in finding the real problem (problem), then identifying the source of the problem (root cause) and formulating the problem (problem statement).

The implementation of KDP begins with outreach to various educational stakeholders such as foundations, school management, educators and education staff, school committees, parents, students, communities, and the Education Office which is carried out at the beginning of the school year in Student's, Teacher's, and Parents' Meeting/Orientation Day. In the implementation of strengthening character education in schools, other important factors such as curriculum development, learning process, assessment, education management, learning resource environment, student learning activities or activities, utilization of infrastructure, financing, and human resource development are also part important in the implementation of strengthening character education to realize the quality of graduates with noble character. From the results of interviews with counseling teachers, it was found that there was a character education strengthening program for the 2013 curriculum which was revised in 2017 which was described by the configuration of social, cultural, and psychological values, then developed into character values such as, religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, appreciate achievements, friendly/communicative, love peace, love to read, care for the environment, care about social, responsibility. The main values are religious, nationalist, independent, mutual cooperation and integrity. Meanwhile, in the Service Operational Guidelines (POP BK 2016) these character values are included in the developmental aspects contained in the Student Self-Reliance Competency Standards (SKKPD) such as the basis of religious life, the basis of ethical behavior, emotional maturity, intellectual maturity, awareness of social responsibility, awareness gender, personal development, entrepreneurial behavior or independence, economic behavior, career insight and readiness, maturity of relationships with peers.

The success of the implementation of strengthening character education is not solely imposed on the performance of the teacher as the spearhead in the learning process, all school members must have the same vision to achieve the institution's goals, namely creating a school culture that is characterized by carrying out its duties and obligations professionally. Supported by a safe, comfortable, and enjoyable learning environment, schools are places where good character values grow. Implementation of strengthening character education under the control and responsibility of the Foundation Leadership or Academic Director who directly assigns the Principal who is assisted by the Deputy Principal to take strategic steps in an effort to implement effective and efficient character education strengthening. Subject Teachers, Guidance & Counselor Teachers (Homeroom), and extracurricular activities coaches are spearheading the implementation of character education strengthening. During the implementation of strengthening character education, the Principal and the management team in a planned and sustainable manner conduct evaluations to analyze changes and developments in the implementation of strengthening character education, so that through this evaluation, obstacles or obstacles that may occur and supporting factors can increase the achievement of character strengthening. students so that it has an impact on the quality of graduates. Based on the results of the evaluation, conclusions or important notes will be used as a reference for making further improvements. Principals and his Deputy always hold regular meetings to evaluate the implementation of strengthening character education. The results of the discussion and evaluation were conveyed to the teachers through a morning briefing, and the evaluation results are also directly conveyed to students through assembly activities.

The evaluation is carried out with the aim of improving the implementation of strengthening character education in schools and more specifically improving the quality of learning, improvement and enrichment of students. In addition, the evaluation becomes a reference for making program improvements in the following school year. Evaluation of character education in schools also aims to measure whether students have understood, accepted, and realized the character values set by the school in each year of learning in real-life practice both in families, schools, and communities. Therefore, the essence of evaluation in the context of character education is an effort to realize best practice in real life to test student behavior based on standard guidelines or character indicators set by the education unit. The evaluation of strengthening character education at Saint John's Catholic School and Insan Cendekia Madani High School has been running according to the established program. According to Mulyasa (2011: 69) it is important to periodically evaluate the implementation of character education in schools by involving teachers and related staff so that the obstacles that occur are known and improvements to the program design have not been carried out. Achievements on aspects of character strengthening that have been carried out well as examples of behavior in carrying out religious teachings and beliefs, respecting and respecting diversity, and increasing students' learning abilities can be used as standards for the next step. However, it is necessary to improve aspects of strengthening values related to compliance with social rules.

In the Ministry of Education and Culture (2016: 53), namely that the purpose of evaluating the KDP program is to: (1) Obtain data and information needed to determine the effectiveness of the Strengthening Character Education program; (2) Obtaining an overview of the achievements of the objectives of strengthening character education; (3) Obtaining information about the difficulties and obstacles during the implementation of the Strengthening Character Education program; (4) Assessing the success of the implementation of Strengthening Character Education (PPK); (5) Determine the obstacles and obstacles in the implementation of Strengthening Character Education; and (6). Identifying the sustainability of the Character Education Strengthening program. Meanwhile, the aspects measured in the KDP success assessment are: (1) initial assessment; (2) KDP socialization to Education stakeholders; (3) vision, mission, and formulation; (4) KDP policy design; (5) program design; (6) class based KDP; (7) school culture development; (8) community participation; (9). implementation of core values, and (10) KDP evaluation (MoEC, 2017: 53) The character education strengthening program, both at Saint John's Catholic School and Insan Cendekia Madani High School, is carried out by implementing several strategies: (1) Exemplary teachers and staff. The teachers run all the character development programs that the school has implemented. Teachers and staff recognize one basic principle in education: students imitate what teachers do; (2) The intervention, which is carried out by the teacher through observation activities on student behavior. If the teacher finds a student has committed a disciplinary violation, the teacher calls and reprimands the student. The reprimand is carried out through certain stages. If the student does not show progress in the process, the student is returned to the parent; (3) Habituation, which is directed at consistency in implementing strengthening character education.

This consistency helps students get used to loving the process of building good character; and (4) Strengthening is carried out through various school activity programs, both in school activities, in collaboration with school committees, parents, and the surrounding community. In the implementation of strengthening character education in schools, important factors that support the success of strengthening character education in addition to the involvement of all stakeholders, adaptive curriculum development, learning process, assessment, education management, learning resource environment, student learning activities or activities, utilization of infrastructure, financing, and the development of human resources is also an important part in the implementation of strengthening character education to realize the quality of graduates with noble character. While the prominent weaknesses are the coordination of the principal that has not been optimal, especially with parents and the surrounding community, the professionalism of the teacher is mainly related to self-development regarding the implementation of KDP to run effectively, the supervision and supervision of the principal that has not been carried out consistently and involves teachers. Based on data analysis and reports on the implementation of KDP at Saint John's Catholic School and Insan Cendekia Madani High School, it shows that the strengthening of values related to the behavior of

carrying out religious teachings and beliefs is realized through self-development in worship and behaving according to the teachings of their religion, respecting and respect for diversity which is manifested by respecting physical, religious, ethnic, and racial differences, as well as increasing students' learning abilities which are manifested by developing self-potential, active thinking, creative, innovative, disciplined, responsible, and able to solve moral and social problems obtaining high scores, while the score that needs to be improved is the strengthening of values related to compliance with social rules such as involvement in social actions, sharing knowledge with surrounding schools, awareness of government appeals or policies, as well as national or Indonesian values.

The supporting factors for the achievement of strengthening high values related to the behavior of carrying out religious teachings and beliefs, valuing and respecting diversity, and increasing students' learning abilities are that the two schools, namely Saint John's Catholic School and Insan Cendekia Madani High School in providing education as Cooperation Education Unit (SPK) schools not only use the Foreign Education Institutions (LPA) curriculum, but also national and religious curricula. Thus, religious values that are integrated with religious character values can be realized in positive behavior towards God Almighty, the universe, oneself and others. While the achievement of character values that need to be improved is related to the behavior of compliance with social rules, due to the curriculum design that requires students to explore more cognitive aspects than affective and psychomotor aspects, so that learning activities are more focused on developing reasoning power, achievement academics, and lack of developing best practices related to social values in real practice in society (projects). Based on the results of data analysis and reports on the implementation of KDP at Saint John's Catholic School and Insan Cendekia Madani High School, a follow-up to the evaluation results has been carried out. The results of the evaluation are used to take the necessary actions towards the implementation of strengthening character education in realizing the quality of graduates with noble character. Corrective action is taken if the results do not reach the target in accordance with the indicators that have been set. Therefore, the next strategic steps are solutions to achieving targets that have not met expectations. However, if the achievement has met the target or exceeds what has been determined in the success indicators, the next step is standardization action on best practice which shows the success of a program and quality improvement at a later stage. Based on the data obtained during the research at Saint John's Catholic School and Insan Cendekia Madani High School, both through interviews and observations of several students, teachers, principals, and education staff, several inhibiting factors were found in the implementation of strengthening character education for realizing the quality of student graduates, which are sourced from students, the attitudes of educators, and the surrounding environment, among others:

(1) Lack of consistency from students, more specifically not being able to apply discipline based on awareness or encouragement from within students. Compliance with the rules is more based on the fulfillment of points that have an impact on punishment or punishment; (2) The family environment or around students, especially parents who are very busy or working abroad so that children receive less attention from parents and are less cooperative. Lack of parental attention to children greatly affects the behavior or attitudes of children, especially the development of children's character; (3) The parenting and education patterns of previous students greatly influence the development of children's learning both from academic and non-academic aspects; (4) Monitoring of teachers who are still lacking in the implementation of character education has an impact on the consistency of children in the implementation of character values; and (5) Online learning during a pandemic which causes children to focus less on learning. The pandemic has greatly impacted children's learning patterns and progress towards learning outcomes. Adjustment or transition from online to offline for each student is not the same and requires intense and continuous assistance. These problems occur because the students' raw input has not been optimally developed. There are some of obstacles found in the Character Education Strengthening Program based on the results of interviews at Saint John's Catholic School and Insan Cendekia Madani High School.

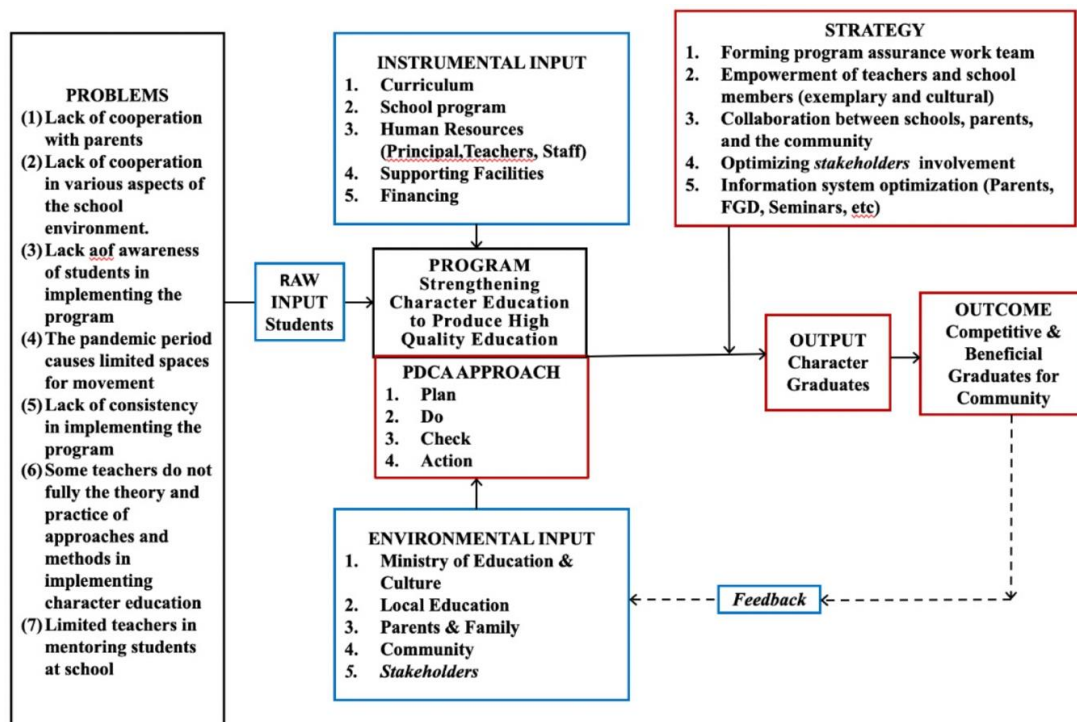
To solve various problems at Saint John's Catholic School and Insan Cendekia Madani High School, the school management places great emphasis on communication, both internally to teachers and to external parties, namely parents. Principals and teachers play a role in solving various problems that occur in schools using instruments that have been formulated and determined jointly between the school and parents as



outlined in the handbook as a guide in student learning activities at school. Based on the data obtained during the study through interviews with students, teachers, principals, and parents, as well as direct observation, the achievement of student character values is manifested in the behavior of carrying out religious teachings and beliefs, developing students through religious characteristics that contribute to people others and civil society, both during the learning process at school and changes that occur in the family and community environment. The achievement of character values can also be seen in the behavioral aspect of respecting and respecting diversity which is manifested in the implementation of global schools in fostering students to be able to think scientifically, creatively, innovatively, and solve problems. Students are also accustomed to respecting physical differences, religion, ethnicity, race; and appreciate culture. In relation to improving student learning abilities, character strengthening is realized by developing students to be able to realize and utilize their potential. The achievement of compliance with social rules has been expressed through various forms of scientific works that raise moral and social issues, as well as the realization of the academic community as a role model for civil society. However, it needs to be improved not only at the internal level, but also externally, especially in relations with the community through impacting programs so that good practices or best practices have an impact on the surrounding environment and society.

**IV. CONCLUSION**

Education Unit Management Cooperation in strengthening character education to realize the quality of graduate students at Saint John's Catholic School and Insan Cendekia Madani High School, has made a positive contribution by referring to the vision, mission, goals, and values developed by the school. The implementation of character education strengthening management in realizing the quality of student graduates involves all elements of the school community, which is carried out collaboratively, integratively, and comprehensively. The evaluation has been carried out in accordance with the assessment steps, with a note that aspects of character strengthening have been carried out well, especially the behavior of carrying out religious teachings and beliefs, respecting and respecting diversity, and increasing student learning abilities. Follow-up has been carried out based on the evaluation results to take to problems faced in the management of strengthening character education to realize the quality of graduates. The results of the management of strengthening character education to realize the quality of graduate students at Saint John's Catholic School and Insan Cendekia Madani High School, South Tangerang City, are based on the Graduate Competency Standards (SKL), namely achievements that are reflected in the behavior.



**Fig 4.1.** Hypothetical Model of Research Products

In this study, it was found that a product or management model for strengthening student character education in realizing graduate quality could be developed into a management model for strengthening student character education for SPK schools and regular schools, that Strengthening Student Character Education can run effectively and have an impact. for the self-development of students and for educational units if it is carried out in a collaborative, integrated, comprehensive, consistent and sustainable manner. Based on the analysis chart of the hypothetical model of Character Education Strengthening (PPK) for students, Management of Strengthening Character Education in Realizing the Quality of Student Graduates in Schools of Cooperation Education Units (SPK) which is visualized in the form of the chart (figure 4.1).

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