INSTILLING LIFE VALUES IN STUDENTS SMP TERPADU AL-AZHAR TAKENGON THROUGH CHARACTER EDUCATION MANAGEMENT

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Abstract

Life values are the basic principles that guide behavior and decision-making. Character education management is an educational management that aims to form a strong personality, morals and ethics in students. The purpose of this study is to find out the school's strategy in instilling character education in students SMP Terpadu Al-Azhar Takengon. The research methodology used in this study is descriptive qualitative. Principals of schools, vice principals, and teachers are the subjects of this study. Data collection techniques through observation, documentation and interviews. The results of this research are in the form of school strategies in implementing character education by making character education plans contained in the school's vision, mission, and goals. Organizing character education into the learning and extracurricular process. Implementation can be seen from the strategies carried out through learning and extracurricular activities. And supervision can be seen from the principal controlling the character education program through supervision, monitoring and evaluation. It is hoped that through the management of character education carried out in schools, it can instill life values in students to become individuals with noble character in living daily life in society.

Keywords: *Life values; Character Education Management*

INTRODUCTION

In this era of globalization, the challenges faced by the younger generation are increasingly complex, education is not only about acquiring academic knowledge, but also about developing good attitudes and ethics. Life values are an important component that must be instilled from an early age in students. These values not only assist students in forming strong character and personality, but also prepare them to face future challenges. One of the most important values is integrity. Integrity is the foundation of all forms of honesty and responsibility. By having integrity, students will learn to always be honest, act fairly, and be consistent between words and actions. Honesty, love of truth, loyalty, moral commitment, fairness, responsibility, and example are all characteristics of integrity. (Nur Waskito & Suyitno, 2020).

Values such as empathy, hard work, and cooperation are also important to develop. Empathy teaches students to understand and feel what others feel, which can encourage them to become more caring and social individuals. Hard work is the key to achieving goals and dreams, while cooperation teaches the importance of working in a team and rewarding the contributions of others. The positive values of responsibility and cooperation must be manifested in a job or activity, so that with responsibility and cooperation they can get to know each other better, expand their horizons and be able to unleash each other's creativity for mutual success. (Rukiyati et al., 2015). By instilling these values, students will not only become outstanding individuals, but also become useful citizens of society and contribute positively to the environment around them.

Character education is very relevant to be carried out to prepare students as early as possible, so that they are able to face various situations with good integrity and ethics. The Government of Indonesia also realizes the importance of instilling life values in students through

character education. Because of this, the government requires educational institutions to implement character education in learning and extracurricular activities, as regulated in the Perpres No. 87 Tahun 2017 about Strengthening Character Education. Strengthening Character Education (PPK) is an educational movement that is under the responsibility of schools to strengthen students' character through the harmonization of thinking, taste, heart, and sports, to support this requires the collaboration of schools, families and communities (Indonesia, 2017). Character education has the goal of teaching students to make wise decisions and apply them in their daily lives so that they can make a positive contribution to their environment (Permana, 2012).

Character education management is one of the important aspects in the world of education that aims to shape students' personalities and morals. Morality is concerned with the development of a person's character and integrity, it includes an understanding of the obligations, responsibilities, and moral consequences of behavior as well as a view of what is considered worthy or unworthy to do(Batubara et al., 2024). In the management of character education, the role of teachers, parents, and the surrounding environment is very crucial. This collaboration between various parties is expected to create a young generation who are not only intellectually intelligent but also superior in terms of morals and ethics. The young generation who are intellectually intelligent, moral and ethical is the hope for the future of the nation. Intellectual intelligence, while important, is not enough to form a complete individual. Integrity, responsibility, empathy, and respect are some of the moral and ethical values that the younger generation must possess.

Having integrity means being honest and having strong principles. The young generation with integrity will always act in accordance with the values of truth and justice, even if no one sees. Responsibility is the ability to take over and complete tasks and face the consequences of their actions. Responsible young generation will be reliable leaders of the future. Empathy, which is the ability to understand and feel what others feel, is very important in building healthy and harmonious relationships. The young generation who empathizes will be easier to work together and help others. Respectful or respectful attitude to others, be it parents, teachers, friends, or anyone else, is a sign of moral maturity. Respectful attitudes help create an environment of peace and mutual respect.

To strike a balance between intellectual intelligence and moral excellence, education must include more than just academics. The curriculum should include character education that teaches moral and ethical values. In addition, the role of family and society is also very important in shaping the character of the younger generation. With a combination of strong intellectual and moral intelligence, the young generation will be able to face global challenges and become agents of positive change that bring progress to society and the country.

METHOD

A descriptive qualitative method is used in this study. Qualitative research is research that reveals the realistic conditions of natural objects and subjects as research material, with data collection techniques and data analysis obtained from scientific situations. The subjects of the study are principals, deputy principals and teachers at SMP Terpadu Al-Azhar Takengon. To obtain data, the techniques used in this study are interviews, observations and documentation studies. Data analysis in this study was carried out to reduce the data, present the data and then draw conclusions.

FINDINGS AND DISCUSSION

Instilling life values in students through character education management is an important step in forming a generation with integrity and ethics. Character education in junior high school focuses not only on the academic aspect, but also on the moral and ethical development of students. Values such as honesty, responsibility, discipline, and empathy can be taught through a variety of creative and effective methods. Character education is a system that teaches character values to students, including knowledge, awareness, and the desire to apply these values to various things, including God Almighty, oneself, others, the environment, and the country, so that they can become human beings (Samani & Hariyanto, 2011). Character education aims to form individuals who are not only academically intelligent, but also moral, ethical, and have good personalities.

Character education planning at SMP Terpadu Al-Azhar can be seen from the design of the school's vision and mission. The vision and mission of SMP Terpadu Al-Azhar are as follows:

Vision of SMP Terpadu Al-Azhar "Organizing quality and integrated education as an effort to realize an Islamic generation, capable in all fields, worldly and ukhrawi and have moral character"

Mision of SMP Terpadu Al-Azhar:
a. Giving birth and preparing people of faith.
b. Be devout and able to carry out the task of rahmatan lil'alamin by opening the scientific horizons of students.
c. Developing potential to be able to live through work armed with knowledge
d. Expertise, intellectual and faithful, trained in worship, diligent in study and ready to be presented in the midst of society.

Vision and mission of SMP Terpadu Al Azhar It can be seen that one of the goals of his education is to have moral character. Moral character must be applied in the lives of school residents by making habits at school. Leadership strategies can be implemented, including through examples, visions, missions and goals of the school in shaping the culture and character of the school (Usman et al., 2021). A leader must be a good example for all members of the school, be it students, teachers, or staff. This example includes aspects such as work ethics, integrity, and honesty. By demonstrating exemplary behavior, leaders can motivate others to follow in their footsteps. A vision is a long-term picture of what a school wants to achieve. This vision must be clear, inspiring, and can provide direction for all activities in the school. A good leader will convey this vision to all school members so that all parties have the same goal and work synergistically to achieve it. Missions are the concrete steps that will be taken to achieve the vision. This involves strategic planning and implementation of programs that support the achievement of school goals. A clear mission helps schools set priorities and direct resources effectively. School goals are specific goals that you want to achieve in the short and medium term. These goals include various aspects such as improving academic achievement, developing student character, and improving school facilities. By setting measurable goals, schools can evaluate the progress that has been made and make adjustments if necessary. By integrating the school's role model, vision, mission, and goals, a leader can shape a positive school culture and character. A good culture will create a conducive learning environment, while a good character will form individuals with integrity and responsibility.

The implementation of character education at SMP Terpadu Al Azhar is based on the Strengthening of Character Education (PPK) promoted by the government through Presidential Decree No. 87 of 2017 concerning Strengthening Character Education. In this Presidential Regulation, there are five main values of character, namely religious, national, independent,

mutual cooperation, and integrity. SMP Terpadu Al-Azhar Takengon implementing the Strengthening of Character Education (PPK) and developing the five main values of character, namely religious, national, independent, mutual cooperation, and integrity. Religious values include faith, piety to God Almighty, as well as spiritual and moral awareness. Schools can organize religious activities on a regular basis, such as joint prayers, celebrations of religious holidays, and teaching moral and ethical values derived from religious teachings. Nationalist values include love for the homeland, awareness of the nation and state, respect for cultural diversity, and maintaining national unity and unity, namely by involving students in flag ceremony activities, commemorating national days, introducing local cultures, and teaching the history of the nation's struggle. Self-esteem includes a sense of responsibility, confidence, and the ability to solve problems on your own without relying on others by assigning challenging individual tasks, encouraging students to make their own decisions, and teaching useful everyday life skills.

The value of mutual cooperation includes an attitude of cooperation, respect for the contributions of others, and awareness of the importance of working together to achieve common goals, namely by holding group activities that require cooperation, such as class projects, social activities, and team sports. Instilling the value of mutual cooperation through inspirational stories and role models. The value of integrity includes honesty, consistency between words and deeds, and moral responsibility in every action. Encourage students to always be honest, provide examples of integrity behavior from teachers and school staff, and reward students who demonstrate high integrity in daily life. By integrating these five key character values in the curriculum and daily activities at school, we can form students who are not only smart but also have strong character. This is very important to build a better and sustainable future for the nation. Character education is essential to producing young people with moral integrity, a sense of national identity, and tolerance for differences in culture (Suriyanah et al., 2023).

Strategies in character education management can be diverse, ranging from the integration of character values in the curriculum, extracurricular activities, to special programs that aim to hone students' personalities. Extracurricular activities are activities outside the classroom that enhance students' personalities, skills, and potential in various areas of art, sports, and attitudes (Fiqriza et al., 2024). These school programs need to be socialized to school residents, then they must be improved in learning activities, local content (mulok), and self-development through school culture. In addition, these programs also need to be strengthened in extracurricular activities. To shape the character of students, the government must also include religious education in the curriculum used by schools. Islamic education for Islamic students also teaches manners and morals towards others. Islamic education plays an important role in shaping and improving the character of students (Kasman, 2024).

As one of the main pillars in education, Islamic education not only focuses on academic aspects, but also on the moral and spiritual formation of students. Through Islamic education, students are taught values such as honesty, responsibility, justice, and respect for others. These values are very important in forming a strong character and integrity. In addition, Islamic education also emphasizes the importance of worship and a good relationship with Allah SWT, which in turn forms a person with noble character. Islamic education also encourages students to have a high sense of empathy and social concern. By understanding Islamic teachings about the importance of helping and helping each other, students are expected to become individuals who care about the surrounding environment and contribute positively to society. Overall, Islamic education has a very important role in shaping the character of students who are not only

intellectually intelligent, but also have strong morals and spirituality. Thus, students are expected to become individuals with integrity, noble character, and able to make positive contributions to society and the nation.

In implementing character education, teachers must understand character values to be applied to school residents, both students and fellow teachers, in the learning process in the classroom or outside the classroom. Because teachers are people who are exemplified by their students. Character education must be applied through example, learning in the classroom, integrating into all subject matter, integrating into curricular and extracurricular activities, empowerment and cultivation, and strengthening. Teachers have a big role in producing a generation that is cultured, characterful, and moral (Dalyono & Lestayningsih, 2017). The way teachers contribute to producing a quality generation is to be a role model, teach moral values, encourage critical thinking, build a positive learning environment, integrate culture in learning, develop social and emotional skills, provide constructive praise and correction. Teachers not only educate students in academics, but also shape them into cultured, characterful, and moral individuals. This role is very important for the future of the nation, because a good generation will be a strong pillar for a developed and prosperous society.

Teachers apply character education to students by giving direct examples and advising students when students behave badly, for example not being disciplined or speaking rudely. This is done by teachers in the classroom and outside the classroom, in the school environment and in the community. Then character values are also applied through the subjects he teaches. By integrating character education in all subjects, the development of cultural education values and national character is integrated into every subject and every subject, these values are included in the syllabus and lesson plan. By using various interesting learning activities, teachers can develop materials based on local wisdom. These activities are expected to develop student traits such as cooperation, tolerance, and caring attitudes (Rachmadyanti, 2017). The success of a teacher in implementing character education can be seen from the ability of his students to relate what they learn to real-world situations (Julaiha, 2014).

The provision of character education to students must be practiced directly and continuously so that it is embedded in the student's mind and becomes a good habit for him. After it becomes a habit, it will be applied in daily life. The main goal in the habits that have been carried out is to instill the character of the child to become a child who is moral, has noble character, has good manners, and good habits (Marwiyati, 2020). Akhlakul karimah can be in the form of 5S activities (smile, greeting, greeting, politeness, politeness), dhuha prayer, congregational zhuhur prayer, memorization of juz 'amma, learning the Qur'an, infaq, eating manners, maintaining environmental cleanliness (Hidayah, 2019). From the habituation of these activities, it is hoped that a good character can be formed for students.

The character of the Indonesian nation is the character possessed by Indonesia citizens based on actions that are considered a virtue and based on the values that apply in the society and the Indonesia nation (Lubis, 2018). Therefore, from an early age, students must be accustomed to doing good actions at school, so that later they will make the nation proud and become the character of the nation. Character values serve as a filter for positive values in society as well as the formation and development of each person's potential as well as the strengthening and enhancement of character (Aziz & Sidna, 2023).

Activities in strengthening character education in schools need to be supervised so that character education that has been integrated into the learning process and extracurricular programs is achieved. Supervision of character education programs is an important aspect in ensuring that character learning goals can be achieved effectively. The principal supervises the

character education program through supervision. Supervision is carried out to teachers and students, to find out the obstacles faced in implementing character education in the learning process and extracurricular activities. Supporting factors in implementing the strengthening of character education are the presence of teacher competence, good cooperation from students' guardians, a good school curriculum, and intense supervision from the principal (Ahmadi et al., 2020). The role of parents is very big in shaping the character of students, because family education greatly affects the character, personality, cultural values, religious and moral values, and basic skills of children (Andhika, 2021). Supervision helps teachers to know educational problems in schools and helps them manage and solve such problems, especially about student character education (Aminah et al., 2023)

By conducting supervision, principals can identify the program's strengths and weaknesses, as well as make necessary adjustments to improve its effectiveness. In addition, school principals can also encourage active participation from teachers, students, and parents in supporting this program, thus creating a learning environment that is conducive to character development. Effective supervision by the principal can ensure that the program is not only implemented consistently but also has a real impact on students' behavior and character development.

CONCLUSION

Character education involves various values such as honesty, responsibility, discipline, empathy, and cooperation. To achieve this goal, collaboration is needed between various parties, including teachers, parents, students, and the community. The principal must have cooperation with the school community, namely teachers, employees and staff in the school environment. Teachers play a central role in strengthening character education in schools. Parents should support character education programs at home by providing real examples in daily life. Communities, including social and government institutions, can provide support through the provision of facilities, the implementation of activities that support character development, and campaigns that promote positive values. With good cooperation between schools, families, and the community, strengthening character education can run more effectively and have a significant positive impact on the younger generation.

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