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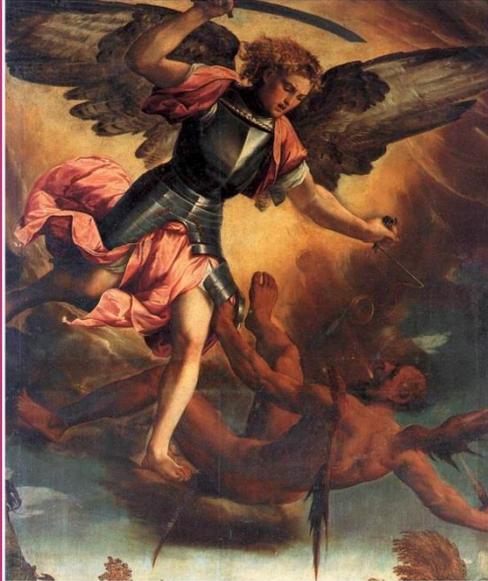
The Character Education Strengthening Management: Multiple-Case Study in Senior High School

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Abstract
This study aims to describe and analyze data about the management of character education strengthening in Sidoarjo Regency of Indonesia with a multi-case study in Senior High School. The qualitative approach using to analysis that emphasizes the meaning and understanding of the inside (verstehen), reasoning, definition of a particular situation (in certain contexts) in the case in the Implementation of Character Education in Sidoarjo Regency. The management component starts with planning, organizing, implementing, monitoring, and evaluating the strengthening of character education. The management of character education strengthening in Sidoarjo regency indicates that planning for character education must meet at least five aspects. Organizing in character education strengthening is done with four aspects. The implementation of character education strengthening there is six main components. Supervision of the strengthening of character education there are four main components. However, the resulting study reveals that there are four main components in evaluating character education, including the preparation and manufacturing of assessment instruments, carried out by internal and external parties, producing factors that influence the program, and requiring follow-up to make continuous improvements.

Keywords: Management, Strengthening, Education, Character

La gestión del fortalecimiento de la educación del carácter: estudio de casos múltiples en la escuela secundaria superior

Resumen

Este estudio tiene como objetivo describir y analizar datos sobre el manejo del fortalecimiento de la educación del carácter en Sidoarjo Regency de Indonesia con un estudio de casos múltiples en la escuela secundaria superior. El enfoque cualitativo utilizado para el análisis que enfatiza el significado y la comprensión del interior (verstehen), el razonamiento y la definición de una situación particular (en ciertos contextos) en el caso de la Implementación de la educación del carácter en la regencia de Sidoarjo. El componente de gestión comienza con la planificación, organización, implementación, monitoreo y evaluación del fortalecimiento de la educación del carácter. La gestión del fortalecimiento de la educación del carácter en la regencia de Sidoarjo indica que la planificación de la educación del carácter debe cumplir al menos con cinco aspectos. La organización en el fortalecimiento de la educación del carácter se realiza con cuatro aspectos. La implementación del fortalecimiento de la educación del carácter tiene seis componentes principales. Supervisión del fortalecimiento de la educación del carácter hay cuatro componentes principales. Sin embargo, el estudio resultante revela que existen cuatro componentes principales en la evaluación de la educación del carácter, incluida la preparación y fabricación de instrumentos de evaluación, llevados a cabo por partes internas y externas, que producen factores que influyen en el programa y requieren seguimiento para realizar mejoras continuas. .

Palabras clave: Gestión, Fortalecimiento, Educación, Carácter.

INTRODUCTION

Education is a process that occurs continuously that aims to change the identity of a student to be more advanced and developed in science. With the development of the times, the world of education continues to change significantly so it will give effect of changing the mindset of many people, from the mindset that is still simple to be more modern. And this is very influential on the progress of education in Indonesia, which is in dire need of human resources as the main support in supporting the nation's development.

In order to create a nation that is cultured through strengthening religious values, honesty, tolerance, discipline, hard-working, creative, independent, democratic, curiosity, national spirit, love for the motherland, appreciating achievement, communicative, loving peace, fond of reading, care about the environment, care about the social, and be responsible, the government deems it necessary to create character education.

Rumasi Simaremare (2013) stated that the characters come from Greek which has the meaning to mark and focus on how to apply the values of goodness in real actions or daily behavior. Therefore, the behavior of people who are dishonest, cruel, cheating, and greedy are said to be of bad character, whereas people who behave well, honest, and helpful are said to be good people or noble character.

According to Raharjo, SB (2010) comprehensive education does not merely shape young people into smart and good individuals, but also shapes them into good actors for changes in their own lives, which in turn will contribute to change the social fabric of society to be more fair, better, and humane. Character education can be interpreted as education that provides values, character, morals, or education that shapes a person's character with the aim of developing the ability of students to become better and implement it in daily situation wholeheartedly, because of the merits of a country depends on the character of the nation (Buchory, 2012).

According to Realita, F., & Rahmawati, A. (2016) the results of a survey conducted by the Center for Population and Family Planning Coordinating Board (BKKBN) 2008 explained that 63% of teenagers in junior high school (SMP) and senior high school (SMA) had commited sex. Moral decreation can be seen from the increasing number of violence against children and adolescents, the rise of promiscuity, drug abuse, pornography, theft by adolescents, tackling each other, a lot of fighting and defamation, cheating habits, and other acts which is out of control so that until now it has not been completely resolved by the government. Therefore, this is the reason why character education and religious education become a very important thing to be taught and applied in the world of education.

The Indonesian nation is well-known as a nation that has a noble culture in the community that is very proud of is the culture of mutual cooperation. The ancestors had bequeathed a spirit of mutual cooperation, a spirit that has become a very valuable heritage for the nation's next generation as a means of unifying the nation, but it seems that now the spirit of mutual cooperation has begun to fade, fading with the development of times in several villages and in fact money has become a destructive spirit of villagers'

mutual cooperation. Presence in togetherness is sometimes represented by money, even though Indonesia is independent because of the spirit of mutual cooperation, togetherness and shoulder to shoulder are the keys to the success of an independent Indonesia.

In Indonesia nowadays, the learning process is still focused on intellectual development (cognitive) compared to paying attention to the morals of students or non-academic soft skills as the main element in moral education, so that in real life students face something that is contradictory because moral education manners are only limited to text. Whereas in the world of education both cognitive, psychomotor, and affective domains are three interrelated domains Qadar, R. (2015). Therefore, efforts to educate students in the reality of daily life must be balanced with character education. Recognizing the current condition of the character of society, character education has become a national program since the last decade. The government takes the initiative to prioritize the application of the nation's character in education. This is manifested in the national long-term development plan 2005-2025 which states that character education is part of the nation's vision and mission in realizing national development called the national character education movement, so that the Strengthening of Character Education (PPK) is a continuation of the National Movement for Character Education (GNPK).

This is in line with the current Nawacitanya of the President of Indonesian Republic which argues that character building for the community by making people to have good character and good behavior is very important. Therefore, a Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening of Character Education (PPK) which is an educational movement under the responsibility of the education unit is to strengthen the character of students through harmonizing the process of heart, taste, thought, and sports by involving and cooperating in education units. Strengthened in Permendikbud No. 20 of 2018 concerning strengthening of character education (PPK) in formal education units, then all education units must implement PPK.

Character education in East Java is an obligation of all education units in 38 districts / cities to implement the KDP program. As one of the advanced regions in education in East Java, namely Sidoarjo Regency with the support of the Education Office, the area already has schools that serve as models for Character Education Strengthening (PPK) including the Senior High School 1 Krian and Senior High School 1 Taman Sidoarjo.

In the preliminary study, which was carried out. Principal of Senior High

School 1 Krian said that this school is a referral school, a school that has Accreditation of A and has an advantage as a school of integrity with a myriad of achievements in the field of education, as well as one of the pilot schools in implementing KDP in Sidoarjo Regency. Although initially KDP was still something that doubted by both teachers and students but slowly KDP in Senior High School 1 Krian could be done by all teachers and students, although there were still shortcomings in its management.

Another research was also conducted in Senior High School 1 Taman. The school Principal said that Senior High School 1 Taman is an A-accredited-model-school with many achievements in the field of education as well as a public school that started PPK in 2017 in Sidoarjo Regency. At the beginning of KDP, between teachers and students in practice was still not optimal. In general, they are still doubtful that KDP can be successfully implemented in the school. But over time, with the support of all school members, Senior High School 1 Taman intensively provided information dissemination and training for teachers and students, so that KDP was running well, although there were still shortcomings in its management.

According to Walid, M. (2012) it turns out that one's success is not determined solely by knowledge and technical ability / hard skills alone, but rather by the ability to manage themselves and others (soft skills). This research revealed, success is only determined about 20 percent by hard skills and the remaining 80 percent by soft skills. This suggests that the quality of character education of students is very important to be improved.

KDP becomes an important thing that must be done in all education units so that the school is able to achieve the expected results in relation to KDP in schools, so far the research has never been done, that's why the writer needs to do that research.

THEORITICAL REVIEW
A.   Management
Management is the coordination for all sources through the processes of planning, organizing, leadership and supervision in order to achieve goals. Management is needed for three reasons, namely: (1) to achieve goals, (2) to maintain a balance between conflicting goals, and (3) to achieve efficiency and effectiveness. According to Sonhaji (2015, p. 13) management can be defined as the process of utilizing sub-resources and coordinating and integrating activities effectively and efficiently to achieve organizational goals with or through others.

According to Salim, A. (2016) management is defined as a process for or-

ganizing and overseeing a particular goal. Whereas Sudjana (2000, p. 17) said that management is the ability and special skills to carry out an activity both with others or through others in achieving organizational goals.

According to Terry (2005, p. 1) management is a process or framework, which involves the guidance or direction of a group of people towards an organizational goal or tangible goals. Furthermore, it is said that the management function is a different process consisting of planning, organizing, actuating, monitoring, and evaluating carried out to achieve the goals determined by using humans and other resources. This includes knowing what to do, determining how they should do it and measuring the effectiveness of the efforts that have been made.

Management is a productive art that is based on an understanding of science, science and art are not contradictory, but each is complementary (Koontz & Weihrich, 1990). Also the science of management is the process of making a plan, organizing, monitoring and leading a variety of businesses from members of the entity or organization and also using all resources owned to achieve the goals set (Stoner, 1996). Management is a series of normal activities carried out by someone based on established norms and in their implementation having a relationship and interrelation with others. This is carried out by people or several people in the organization and given the task to carry out these activities.
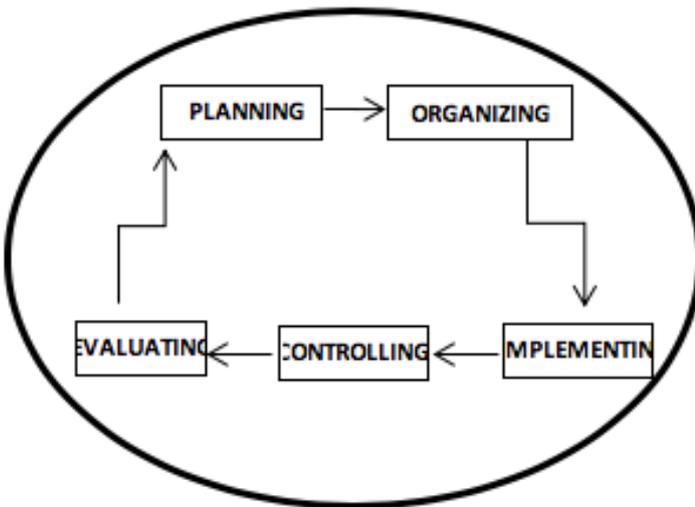

Figure 1. Management Activity Cycle

In accordance with Figure 2.1. shows that management activities start from planning the design and setting goals. After that, forming an organization to achieve the plan, then the implementation of activities, as well as conducting supervision and evaluation.

B.   Character

Kupperman, J. J. (2001), states that the word character is Greek interpreted as "instruments for marking and graving, impress, stamp, distinctive nature". Meanwhile the term is stated "the sum of moral and mental qualities which distinguishes an individual or race". Character literally means mental or moral quality, moral strength, name or reputation. The character comes from Latin which means "sculpted". A life like a granite block that was carefully carved into a dusty or damaged debris. Character is a combination of virtue and values carved in the living stone. Other words are widely used in French caractere in the 14th century and later entered in English into characters, and in Indonesian characters. With the above understanding it can be said that character building is the process of carving or sculpting the soul in such a way that it is unique, interesting and different or can be distinguished from others.

The term character has substantive meaning and a very basic psychological process. Lickona (1992, p.50-51) refers to the concept of good character proposed by Aristotle as: "... the life of right conduct-right conduct in relation to other people and in relation to oneself". Substantive interpretation of the term character consists of three interrelated behaviors, namely (a) moral knowing, (b) moral feeling, and (c) moral behavior. It was further emphasized that good character consists of psychological processes of knowing the good, desiring the good, and doing the good - habit of mind, habit of heart, and habit of action.
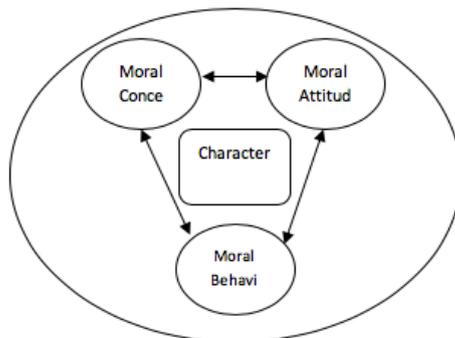

Figure 2 Character Relations

In accordance with figure 2.2. Megawangi (2004) illustrates that character is like a muscle, where the character's muscles will become soft if it has never been trained and will be strong and sturdy if used frequently. Like a body builder who is constantly training to build his muscles, the character's "muscles" will also be formed with practice practices that will eventually become habit.

The term character used specifically in the context of education emerged in the late 18th century, and was coined for the first time by the German merchant F.W. Foerster. This terminology refers to the idealist-spiritualist approach in education which came to be known as normative education theory. In etymology (term), character is defined as human nature in general which depends on the factor of one's own life, character is the mental, moral and moral nature that characterizes a person or group of people, Fitri, A. Z. (2012).

Meanwhile, psychologists interpret character as a system of beliefs and habits that lead to an individual's actions. Character is a quality or trait that is permanent and continuous, eternal, which is used as a characteristic to identify a person, an object, or an event. Character is a characteristic possessed by individuals that distinguishes individuals from other individuals. This characteristic is obtained from the evaluation of individual personality.

C.   Character Eduction

The concept of character education is not something new in the concept of education in Indonesia. The proof, the founders of this country have clearly poured the values of these characters as is clearly seen in all the Pancasila principles as the basis of the state. According to Megawangi (2004, p.35), character education is very important for the formation of students' personalities and is expected to be the main foundation in building Indonesian people who are cautious and ready to compete in the future. Instilling character values towards students as formulated in the 2013 Curriculum is the first step to improve educational goals in Indonesia, Adisusilo, S., & Character, P. N. (2012). Likewise, the cultivation of character education was able to educate students who were superior in terms of knowledge, emotionally intelligent, and strong in personality (Lickona, 2006: 93; Milson & Lisa, 2010: 50; Leslie, 2012: 208); and Darmayanti & Wibowo, 2014: 76).

Education is a process of fostering the mastery of knowledge, technology, skills, arts, and morals (character) for increasing human competitiveness as individuals, which can further contribute to the empowerment of local

communities, to the people of their nation, and finally to the global community. According to Aeni, A. N. (2014), character is "innate, heart, soul, personality, character, behavior, personality, character, character, temperament, character". Character is personality, behavior, character, and character"

Character education aims to shape students to be better at acting outside of school or in academic behavior in accordance with school expectations. Some schools in the country may have implemented a lot of character education programs but not yet known the results and effectiveness of character education that has been transformed to their students.

Putry, R. (2019) explains the purpose of character education as follows: (a) Developing the habits and behavior of students who are commendable and in line with the universal values and traditions of the nation's religious character, (b) Developing the potential of the heart or conscience or affective students as human beings and citizens who have the values of national character and character, (c) instilling the spirit of leadership and responsibility of students as the next generation, (d) Developing the ability of students to become independent, creative, national-minded human beings, (e) Developing a school life environment as a learning environment that is safe, honest, full of creativity and friendship, as well as with a high sense of nationalism and strength (dignity).

D.　　Management of Character Education Strengthening

1.　　Planning of Character Education Strengthening

Character education planning is the process of determining values. The very basic thing when starting character education is to determine the values that will be instilled or learned in students. According to Rusmiati, R., & Saleky, A. P. (2018), the process of determining these values must involve the school community, namely teachers, parents and the surrounding community; so that the school will reflect the whole community they serve, able to give birth to students with character according to the expectations of the community.

2.　　Organizing of Character Education Strengthening

According to Laksana, S. D. (2016) which includes school members are the principal, teachers, administrative staff, students, facilities and infrastructure, as well as the environment.

a.　　Principal

The principal has extensive authority in regulating existing rules and regulations. The role of the principal in maintaining the school atmosphere is not limited to students, but also needs to pay attention to the behavior

of the teacher and all staff in the school. Fostering school discipline is highly dependent on the attitude and assertiveness of education managers in implementing school rules by the school principal. Many schools are successful and excel in teaching and learning because the school principal has a strong discipline.

Mustaqim in his journal (2013: 9) said based on the statement of the school principal and teacher, there was an influence from the application of character education to the academic behavior of students. Principals and teachers say that character education is important to be applied and developed in schools.

b.   Teachers

The teacher has an important position in building the character of good students. The teacher as the main character who meets students almost every day and becomes an idol and is highly respected by his students. Teacher behavior in class needs to show virtuous and wise behavior so that it becomes an impression for students that they deserve to be emulated and provide examples of good character for students.

c.   Students

Students are subjects who are learning. In general, learning can be interpreted as a process of behavior change due to the interaction of individuals with the environment. Based on this understanding, one of the most important aspects is the environment. The atmosphere is determined by the atmosphere created by students.

d.   School Organization

Each school environment has educational organizations such as OSIS, Scouting, Sports, Art, and Religion. Each of these organizations has the potential to foster and shape learners' behavior because they can learn from friends about which behaviors are good and which behaviors are bad. Organization is a place for students to train themselves in organizing, expressing opinions, working together, and understanding others through activities and interactions therein.

e.   School Regulations

School regulations are an important aspect that must be present in efforts to develop a conducive school atmosphere. The regulations in school include school rules that contain rights and obligations, sanctions, awards for all school members. This code of conduct must be obeyed and carried out with full responsibility by all students and all school residents.

f.   Facilities and Infratructure

Good and adequate facilities and infrastructure will provide a pleasant and

conducive atmosphere for students to support character education through fostering devotion, security, cleanliness, order and beauty of the school.

g.   Environment

What is meant by the environment in this case is the family environment, school committee, and the community is very influential in the development of student character. Interaction with the environment will provide a major contribution in the formation of students' character.

3.   Implementation of Character Education Strengthening

The implementation of character education in schools / madrasas begins with an agreement between all parties (headmasters, deputy principals, teachers, and school committees) about the character to be prioritized for development. The choice of values moves from the interests and conditions of each educational unit, which is done through context analysis, so that in its implementation it is possible there are differences in the types of character values developed between one school and / or region with one another. Implementation of character values that will be developed can be started from the values that are essential, simple, and easy to implement, such as: clean, neat, comfortable, disciplined and polite, Rachmah, H. (2013).

4.   Supervision of Character Education Strengthening

Supervision of the implementation of KDP is carried out by teachers, principals, school committees and supervisors. Supervision is carried out aims to find out about the weaknesses and strengths that occur during the implementation of KDP, both in terms of the material and performance of students and also teachers who carry out student character education. Supervisors are also useful for improvement in terms of character building for students in dealing with guests who come to school to be more friendly and not in a crowd like the first time seeing something. Student character education is carried out by the school both in the classroom through the learning process and in the school environment through habituation and coaching always made efforts to improve and reflect. The reflection is carried out carefully and discussed through activities that meet the procedures involving the supervision team, namely the school committee, teacher representatives, school principals and supervisors of the education department, to identify weaknesses and strengths that occur during the implementation of character education, so that the reflection effort is carried out in accordance with the objectives although there are still some things that are lacking and there are also a number of things which are an advantage of the character education being carried out.

5.   Evaluation of Character Education Strengthening

Evaluation activities are carried out through the implementation of reflection with the aim to find out the weaknesses and strengths of the implementation of student character education in schools and then conduct analysis together in a supervisory and implementing team to find a solution that will be applied to the next character education. The application and use of the results of the analysis of character education carried out in accordance with expectations, in the improvement and improvement of the quality and effectiveness of performance will be carried out for the implementation of character education activities in the future.

According to Dianti, P. (2014) The basic principles of character education in schools, namely: (1) promoting the basic values of ethics as a character base; (2) identifying characters comprehensively so that they include thoughts, feelings, and behaviors; (3) using a sharp, proactive, and effective approach to building character; (4) creating a caring school community; (5) provide opportunities for students to build their character and help them to succeed; (6) has a meaningful and challenging curriculum that values all students; (7) striving for the growth of motivation of students; (8) functioning all school staff as moral communities who share responsibility for character education and are loyal to the same basic values; (9) there is a division of moral leadership and broad support in building character education; (10) functioning family and community members as partners in efforts to build character; and (11) evaluating the character of the school, the function of school staff as character education teachers and positive manifestations in the lives of students.

Evaluation of the implementation of character education is carried out on the implementation of the program in the values of character education, namely: Religious, Nationalist, Independent, Integrity and nationality.

This type of research is a case study. According to Riyanto (2007, p. 108) a case study means doing research on a particular locus or subject that does have certain uniqueness that is different from other loci or subjects in general. This research design uses qualitative. According to Sugiyono (2009, p. 15) qualitative research is a research method based on the philosophy of postpositivism, used to examine the natural conditions of objects where the researcher is as a key instrument, sampling data sources is done purposively.

METHOD

A.   Research Design

This study uses a qualitative approach that emphasizes the meaning and

understanding of the inside (verstehen), reasoning, definition of a particular situation (in certain contexts) in the case in the Implementation of Character Education in Sidoarjo Regency.

B.   Research Objects

The object of research is the implementation of character education in Senior High School 1 Taman and Senior High School 1 Krian Sidoarjo, which includes planning, organizing, implementing, monitoring and evaluating character education.

C.   Research Techniques

Data collection techniques in this study used three data collection techniques namely participant observation, in-depth interviews (indepth interview), and study of documents (study of documents). Participant Observation)

D.   Data Analysis Techniques

The data analysis technique in this study uses descriptive analysis techniques with more descriptions and results of interviews and data documentation studies that have been obtained will be analyzed qualitatively and described in descriptive form so that data obtained related to planning, organizing, implementing supervision and evaluation of character education
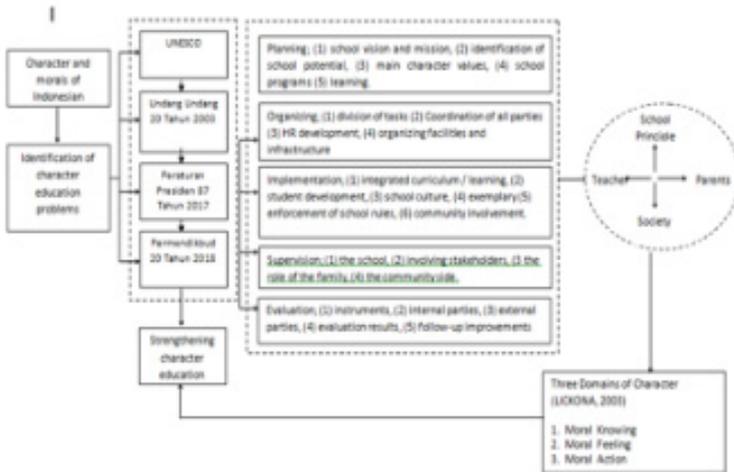
RESULT/DISCUSSION

Character Education Strengthening, hereinafter abbreviated as PPK, is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, taste, thought, and sports by involving and cooperating between education units, families, and the community as part from the National Mental Revolution Movement (GNRM). Therefore, management knowledge is needed to be carried out optimally.

Management as a science and art has an important role in optimizing the implementation of character education strengthening programs in the school environment. In the science of management, there are important functions namely; planning, organizing, implementing, monitoring and evaluating. These five management functions are used to manage the character education strengthening program at school.

The management concept is used in seeing the strengthening of school character education in Sidoarjo. The results of the research that have been described are then discussed, and finally produce propositions both minor and major and become a construction of the management model concept of character education strengthening in schools.

Based on the findings of research and discussion guided by theories developed by Lickona (2006) about the three realms of

character education. Then the management recommendation model for character education strengthening in schools, which is reflected in Senior High School 1 Krian and Senior High School 1 Taman, can be described as follows:

Based on the results of the existing models that have been mentioned in the chapters of the research results and then construct and become recommendations for the management model of character education strengthening in Sidoarjo Regency, the above picture can be explained as follows.

Starting from the condition of the character and morals of students today which is very alarming. The rise of student-student brawls, promiscuity, drug abuse and so on. All of this is a shared concern about how the school is responsible for alleviating and solving student character problems. The important thing to do is to identify the problem, what causes the condition of the student's day can occur. The results of this identification then produce policy and regulatory formulations to solve the problem.

The policy issued refers to UNESCO's policy on education. Then this was reduced to law number 20 of 2003 concerning the national education system. In this law article 1 paragraph (1) states that in essence is a conscious conscious effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble moral intelligence, and the skills

required by himself, the people of the nation and the State. Furthermore, article 3 states that national education functions to develop capabilities and shape the dignified character and civilization of the nation in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who believe in and fear God, to have noble, healthy, knowledgeable, capable , creative, independent, and become citizens who are democratic and responsible.

The mandate of the law, then various attempts were made by the government. The Indonesian President even issued a presidential regulation (Perpres) number 87 of 2017 concerning strengthening of character education. Article 1 paragraph 1 states that the Strengthening of Character Education, hereinafter referred to as PPK, is an educational movement under the responsibility of the education unit to strengthen the character of students through the harmonization of the process of heart, taste, thought, and sports with the involvement and cooperation between education units, family and society as part of the National Mental Revolution Movement (GNRM).

Based on the presidential regulation, the ministry of education and culture made a regulation called Permendikbud number 20 of 2018 about character education strengthening in formal education. In these regulations, it describes in detail how the implementation and implementation of strengthening the character education in formal education units in schools. From various regulations, it shows that character education is an important thing to do. However, this will run optimally if supported by good management. Management of character education that needs to be considered so that the strengthening program runs effectively and efficiently, it must run the functions of management properly. There are five management functions that must be performed, namely, planning, organizing, implementing, monitoring and evaluating. The five functions must be able to be carried out in stages. Good planning and accompanied by structured organization, it will facilitate the process of implementation and supervision in the program of character education strengthening. After all is done, there must be an evaluation as a measurement and assessment tool for the success of the character education strengthening program and as a reference in following up continuous improvement.

The five management functions must involve all parties, not only as the responsibility of the school, but must also be a shared responsibility between the school, family and community. Thus, character education strengthening will be able to run well, if done simultaneously, between the principal,

as a school policy maker, then the teacher as the main instrument in the school, also carried out by the representative parents of the family and also involving the community.

Based on the five functions of education management carried out with the synergy of all parties, then combined with the theory developed by Lickona about the realm of character education which includes moral knowing, moral feeling, and moral action. These three realms of character are interrelated with one another. When this works well, the character education strengthening program will be able to run optimally and will be carried out effectively and efficiently.

CONCLUSION

Referring to the exposure of data and research findings, as well as the analysis and discussion of the results of each focus, the results of this study can be concluded as follows.

1.   Planning of Character Education Strengthening at Schools

Planning to strengthen character education in schools must meet at least five aspects. First, planning to strengthen character education in schools must refer to the vision and mission of the school. Second, planning to strengthen character education in schools begins with an assessment process to identify potential schools. Third, planning to strengthen character education in schools is carried out by formulating and determining the values of the main characters to be developed. Fourth, plans for character education strengthening in schools are arranged jointly by involving all school components to produce programs. Fifth, planning to strengthen character education in schools is carried out by teachers in the form of making learning kits (RPPs).

2.   Organizing of Character Education Strengthening at Schools

Organizing in character education strengthening in schools is done with four things. First, organizing is done by dividing tasks and responsibilities for all school members in character education strengthening. Second, organizing is carried out by coordination and communication between the executor and the person in charge of the task. Third, organizing is done by developing the quality of human resources, namely teachers and education personnel in schools. Fourth, organizing is done by organizing the resources of facilities and infrastructure.

3.   Implementing of Character Education Strengthening at Schools

Character education strengthening in schools can be implemented through six aspects. First, the implementation of character education strengthen-

ing is integrated in the curriculum and learning process. In learning must pay attention, class management, learning methods and models, as well as the stages in learning. Second, the implementation of character education strengthening is integrated in the process of student coaching that consists of; coaching organization and extracurricular activities. Third, the implementation of the strengthening of character education through the culture and environment of the school that was born from the process of habituation carried out continuously. Fourth, the implementation of character education strengthening through the example of school residents and all components of the education environment. Fifth, character education strengthening through upholding school rules and regulations. Sixth, the implementation of character education strengthening through community involvement.

4.   Supervision of Character Education Strengthening at Schools

Supervision of the strengthening of character education in schools can be done with four components. First, supervision of the strengthening of character education is carried out by the internal parties of the school, namely the supervision of the principal of the school community in performance, and teachers' supervision of students in the learning process. Second, supervision of the strengthening of character education is carried out by stakeholders consisting of, school committees, school supervisors, and education offices. Third, monitoring the strengthening of character education involves the role of the family as an informal education level. Fourth, supervision of character education strengthening involves the community, both the community around the school and the community around the residence.

5.   Evaluating of Character Education Strengthening at Schools

Evaluation of character education strengthening in schools must pay attention to 4 main things. First, evaluating the strengthening of character education begins with the preparation and manufacture of assessment instruments. Second, evaluation of the strengthening of character education is carried out by internal parties (school principals to school residents, and teachers to students) and external parties (school committees, school supervisors, parents, education offices). Third, evaluation of the strengthening of character education produces factors that support and hinder the program of character education strengthening. Fourth, evaluation of character education strengthening requires follow-up to make continuous improvements.

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