

Implementation of Character Education Management in The Learning Process in Junior High Schools

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ABSTRACT

This study aims to analyze and describe: 1) Planning of character education management in the learning process at Kawangkoan National Junior High School. 2) Implementation of character education management in the learning process at Kawangkoan National Junior High School. 3) Results of the implementation of character education management in the learning process at Kawangkoan National Junior High School. This study uses qualitative research with a field research approach that is described descriptively which attempts to describe phenomena or relationships related to the application of moral values through character education management in fostering students' morals at Kawangkoan National Junior High School. The results of the study illustrate that the planning of character education management in the learning process at Kawangkoan National Junior High School is carried out regularly and integrated by referring to the school's vision and mission and the values of Pancasila. The implementation of character education management in the learning process at Kawangkoan National Junior High School aims to instill strong moral and ethical values in students, through structured management. Kawangkoan National Junior High School integrates character values into all aspects of learning both in and out of class. The results of the implementation of character education management in the learning process at Kawangkoan National Junior High School show a positive impact on students' attitudes and behavior.

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INTRODUCTION

Education is not only a process of transferring knowledge, but also to shape individual character. Essentially, education aims to shape the character of the nation. This is greatly influenced by the spirit, motivation, values, and goals contained in the education. Education is basically a process to free students from ignorance, inability,

helplessness, mistakes, dishonesty, and from bad morals, polluted hearts, and weaknesses in faith Sumardi, Sujarwo, and Rusdiani (2023).

The overall national education goals have not been fully achieved because current graduates tend to have pragmatic, secular, materialistic, hedonistic, and rational traits, with intelligence that is seen in intellectual and physical aspects, but lacking in emotional and spiritual intelligence Hamidah, Warisno, and Hidayah (2021). Schools should not only be tasked with improving academic results, but also have a responsibility to shape character, both of which are inseparable missions and need serious attention from the school Gunawan (2023). However, pressure from other fields, especially politics and economics, has led to a greater focus on academic achievement than on the role of schools in shaping the character of students Syawaliah, Murtafiah and (2023).

Character education has a very important role, because in character education humans not only get education alone, but also get character values that refer to the values of Pancasila. as regulated in the National Education System Law No. 20 of 2003, Chapter 1 Article 1 Paragraph 1. The law states that education is an effort made consciously and planned to develop abilities and shape the character and civilization of a dignified nation. The purpose of education is to educate the life of the nation and develop the potential of students to become people who believe, fear God Almighty, have noble morals, are healthy, knowledgeable, skilled, creative, independent, and contribute to a democratic and responsible country. The law also mandates that the Indonesian government is responsible for organizing and supervising the National Education System, which must ensure the provision of basic education for all Indonesian citizens.

As a further basis for the implementation of character education, the Ministry of Education and Culture has issued Regulation of the Minister of Education and Culture (Permendikbud) No. 20 of 2018 concerning Strengthening Character Education in Educational Units. This regulation emphasizes the importance of implementing character education holistically in schools, including intracurricular, co-curricular, extracurricular, and habits in daily life in order to form students who have integrity and noble character.

Character education is education that focuses on understanding character, or education that teaches the essence of character in three domains: creativity, taste, and intention Julaiha (2014). Everyone needs to be encouraged to act with conscience as a reflection of the character that is formed. Values are the basis for every culture. Moral principles, which serve to organize social life, are of great importance. In this context, the moral standards used to regulate life together are very important in every society.

Moreover, in the era of globalization that is increasingly widening the gap between the worlds, where morality and values are increasingly eroded, society is facing various complex crises. This causes a crisis of moral standards that has an impact on the suffering of Hamidah and Hidayah (2021). Character education, according to Thomas Lickona (1991), is the process of forming a person's personality through education about moral values, which can be seen from real actions, such as good behavior, honesty, responsibility, respect for the rights of others, and hard work. Aristotle stated that character is closely related to habits that are often reflected in individual behavior.

Character education is an effort that is designed and implemented in a structured manner to help students to independently increase their knowledge, explore

and instill noble character and moral values, which are ultimately reflected in everyday behavior.

Management is a process or system that involves guidance or direction to groups or individuals to achieve organizational goals or specific targets Arifin Bisri and Ichsan (2016) Management is an effort made with awareness and a clear purpose to improve something, based on good intentions or plans that are carried out sincerely, and not done carelessly Andika (2024). In the world of education, good management is crucial (essential) to optimize the use of existing resources and maximize their impact in achieving the goals of educational organizations.

Effective management has a major impact on the success of teachers and students in the learning process. The organization functions as a place to carry out management activities and functions led by managers or leaders together with their members. In this case, educational organizations, especially schools, become one of the containers for carrying out this management. Thus, the implementation of character education management can be understood as an effort to improve the situation for the better through several approaches: First, observing student behavior, where teachers try to encourage them to behave well. Second, creating innovation, where teachers try to explore and maximize the potential of students. Third, taking a proactive attitude, where teachers must be able to deliver material by paying attention to current issues, in order to improve the quality of students' faith and morals.

Character education management is an educational management policy that aims to teach children the skills needed to make responsible decisions and act ethically in everyday life. These values are accepted by various religions, cultures, and traditions, and are applied in the curriculum and activities carried out in schools Syawaliah, Asrori and Murtafiah (2023).

The key element that influences success is a positive attitude within the individual. Attitude itself often seems simple, but can sometimes be confusing. These thoughts and feelings will appear in external behavior, both through speech and actions. Attitude is a tendency to respond (disposition to react) positively (favorably) or negatively (unfavorably) to a particular object. This attitude can also be termed active participation.

Positive behavior related to social behavior can be interpreted that as social beings, humans must interact with other people or society in a positive way. This shows that someone has demonstrated social behavior Gunawan (2023).

Therefore, school management efforts in forming positive attitudes of students' characters through character education are very important and need to be implemented immediately in schools, which function as a second home after the family as the main institution in forming children's characters. Currently, many schools are beginning to realize the importance of character education and are starting to implement it. The pattern of character formation in each educational institution is different, due to the differences in the rules applied and the unique conditions of each institution, considering that each institution has different mentors, caregivers, and students. Among the institutions that have implemented and carried out character education, one of them is SMP Nasional Kawangkoan

The school realizes that character values, especially social values that exist in the school environment and society, are increasingly fading in students. For this reason, various programs that have been designed in a structured manner aim to support the vision of SMP Nasional Kawangkoan, both in daily, weekly, monthly, and

annual activities. The character education program at SMP Nasional Kawangkoan is not just material, but also includes various activities that indirectly shape the character values of students. These activities include integration, acculturation, role models, and collaboration with parents. All of these activities are carried out simultaneously to achieve the expected goals of the character education program.

The character education program implemented at SMP Nasional Kawangkoan has become a habit for students. Discipline is also practiced, for example, every morning students are required to arrive on time and are greeted by teachers when they arrive at school. Students who are late will be reprimanded and punished. The reprimands and punishments given are not done carelessly, but aim to train student discipline.

The main objective of this character education program is students. Teachers and school staff serve as role models for students, which means they must demonstrate good attitudes to strengthen students' characters. Overall, the activities that have been implemented for several years are considered relevant and in accordance with the results of the deliberations and expectations, although not yet fully optimal. Therefore, its implementation still needs to be evaluated further.

Based on initial observations conducted in March 2025 at the school, there were a number of symptoms of problems that emerged, including a number of students who did not obey school rules and regulations, and tended to behave rudely towards their peers even though religious activities at school had been carried out. The management of character education at Kawangkoan National Middle School has not been optimal. To find out how to implement the character education program, especially in forming students' social attitudes, it is important for educational institutions to implement effective and correct program management. This is so that the implementation of activities can run according to plan and achieve the desired goals.

METHOD

This study uses qualitative research with a descriptive field research approach that attempts to describe phenomena or relationships related to the application of moral values through character education management in fostering students' morals. This study was conducted in Minahasa Regency, North Sulawesi Province, precisely at SMP Nasional Kawangkoan.

data collection techniques, which researchers do are observation, interviews, and documentation. Analysis and interpretation are conceptually two separate processes in organizing research data. Data obtained from interviews, field notes, and other sources will gain meaning after being analyzed and interpreted using methods that are appropriate to the needs of the research. In this study, the methods of data analysis and interpretation used are data reduction, data mode, and drawing or verifying conclusions. Data validity tests include data credibility (internal validity), data reliability tests and objectivity tests. Data validity checks are carried out to obtain information about the conditions of one informant with another.

RESULT AND DISCUSSION

Character Education Management Planning in the Learning Process at Kawangkoan National Middle School

Planning is the foundation in implementing character education management. Good planning must be based on the school's vision and mission as the main direction

and goal. At SMP Nasional Kawangkoan, the school's vision, namely "To become a quality Christian educational institution, producing intelligent, skilled and characterful students," is used as a basis for compiling character education planning and also Pancasila values as a reference in forming students' characters.

The planning process is carried out collaboratively by the principal, vice principal, and teachers in a work meeting forum at the beginning of the school year and/or semester. In the forum, a character education program is prepared that is integrated into the curriculum, designed in the form of teaching and learning activities, and included in learning tools such as syllabus and lesson plans. This is in accordance with Syaiful Sagala's theory (2009) which emphasizes that educational planning is the process of determining what to achieve and how to achieve it systematically and in a directed manner. Character planning not only touches on cognitive aspects, but also affective and psychomotor aspects of students.

In line with that, according to Made Pidarta (2000), good character education planning must contain clear objectives, relevant materials, adequate facilities, and concrete implementation organization. At SMP Nasional Kawangkoan, this is realized through activity planning such as joint prayer, community service, and active learning that contains Christian values. Every teacher integrates character values in every subject, both in learning objectives and in teaching approaches.

Evaluation of the implementation of planning is carried out through periodic supervision of the principal and evaluation in a communication forum with parents and the school committee. This collaborative approach strengthens what was explained by Mulyasa (2014) that successful character education planning is one that involves all components of the school including parents and the community as strategic partners. Thus, character education management planning at SMP Nasional Kawangkoan has reflected the foundation of the school's vision and mission which emphasizes the integration of values, collaborative participation, and strategic planning.

Implementation of Character Education Management in the Learning Process at Kawangkoan National Middle School

The implementation of character education is a real manifestation of the planning that has been prepared. At SMP Nasional Kawangkoan, implementation is carried out through various approaches, such as integration in subjects, habituation, teacher role models, and the involvement of parents and school committees.

According to Thomas Lickona (1991), character education must be carried out through three main components: moral knowing, moral feeling, and moral action. These three aspects are evident in the implementation of character education in schools, such as in active learning (discussion, group work, presentation), religious activities (joint prayer, worship), and habituation activities (discipline in arriving on time, greeting, maintaining cleanliness). Lickona also emphasized the importance of exemplary behavior from teachers as the main moral agents in schools. This is very much reflected in SMP Nasional Kawangkoan, where teachers are not only teachers but also role models in attitude and behavior.

The theory of character education implementation according to Wibowo (2012) shows that the character education process must include an interactive, participatory, and contextual approach. Teachers at SMP Nasional Kawangkoan implement this method by inserting character values in every learning activity, facilitating experiential learning, and encouraging students to reflect on the values they receive. Teachers of

Religion, PPKn, and other subjects strengthen character formation through role models and assignments that contain the values of responsibility, religiosity, and concern.

According to Muslich (2011), schools need to develop a conducive school culture to build students' character. At SMP Nasional Kawangkoan, a clean, beautiful, healthy, and fun culture is fostered through the Clean Friday program, spiritual activities, and extracurricular activities such as Scouting. This culture strengthens the internalization of character values in students' daily lives.

Parental involvement is also an important part of the implementation. The school holds regular communication with parents through school meetings and activities, so that the habits carried out at school can be in line with the home environment. The principal fully supports this process by providing space and policies for active collaboration between the school, committee, parents and the community.

However, there are challenges in implementation. Some students show behavior that is not in accordance with character values, such as swearing, breaking rules, and lack of motivation to learn. This is caused by the influence of the external environment, social media, and lack of reinforcement of character values at home. Therefore, collaborative strategies between schools and parents need to be improved.

Results of Implementation of Character Education Management in the Learning Process

The results of the implementation of character education at SMP Nasional Kawangkoan can be seen from changes in students' attitudes and behavior, improved learning quality, and the formation of a supportive school culture. Based on observations and interviews, it is known that students show improvements in terms of discipline, responsibility, and active participation in learning and school activities.

According to Ki Hajar Dewantara (in Tilaar, 2002), the results of character education are not only in the form of intellectual changes, but also the formation of character and personality. At SMP Nasional Kawangkoan, many students demonstrate religious, caring, and good cooperation characters in school activities. For example, students are actively involved in group prayers, maintaining school cleanliness, and being role models in time discipline.

The theory of Suparlan (2004) states that optimal character education results require a consistent and continuous process. Schools have implemented a systemic approach through routine programs and the instillation of character values in every aspect of learning. This strengthens the integration between academic learning outcomes and the development of student character.

Furthermore, positive results are also seen in social relationships between students and between students and teachers. Teachers are more respected, and students are more active in working together and resolving conflicts with a more mature approach. Although there are still students who face challenges in internalizing character values due to the influence of social media or lack of coaching at home, the school continues to evaluate and improve through reflection forums and routine supervision.

According to Nasution (2001), good educational outcomes are those that show a balance between cognitive, affective, and psychomotor. The results of the implementation at SMP Nasional Kawangkoan show that character education has had a real impact on changing the behavior of students as a whole, although further strategies are still needed to reach students who are not yet optimal.

CONCLUSION

The planning of character education management in the learning process at SMP Nasional Kawangkoan is carried out systematically and integratedly by referring to the school's vision and mission and the values of Pancasila. Planning is carried out collaboratively through work meetings involving the principal, vice principal, teachers, and representatives of the school committee. Character values such as religious, disciplined, responsible, caring, and cooperative have been formulated in the form of a character education program that is integrated into the syllabus and RPP of all subjects, learning activities and other school activities.

The implementation of character education management in the learning process at SMP Nasional Kawangkoan aims to instill strong moral and ethical values in students, through structured management. SMP Nasional Kawangkoan integrates character values into all aspects of learning both in and out of class. The implementation of character education management is carried out through various strategic approaches, including an integrative approach in subjects, habits, role models, active participation, and involvement of parents and the school committee and community. The school strives to make all activities a means of character formation, such as arriving on time, greeting, morning prayer activities, routine worship, clean Friday, joint sports, community service, Bible Camp activities, participatory learning, and teacher role models in attitude and speech. Teachers are the main agents in the implementation of character education, both directly in learning and indirectly through daily interactions. In addition, collaboration with parents through intense communication and support from the principal also strengthens the implementation of character education.

The results of the implementation of character education management in the learning process at SMP Nasional Kawangkoan show a positive impact on the attitudes and behavior of students. There is an increase in discipline, responsibility, cooperation, concern, politeness, respect for teachers and friends. Students are increasingly showing awareness in maintaining the environment, arriving on time, greeting, and actively participating in religious and social activities. Character values are also beginning to be seen in group work, attitudes of helping each other, and the ability to resolve conflicts peacefully. This success is also supported by a conducive school environment, the role of teachers as role models, and cooperation between schools and parents. Although facing challenges with some students who have not shown optimal internalization of character values due to the influence of family background, external environment, use of digital media, the overall results show a positive direction in the formation of student character as a whole. The approach, evaluation carried out routinely by the principal and teachers, including strengthening the role of parents and more intensive supervision of digital media are one of the keys to the success of this implementation. Therefore, the implementation of character education needs to be carried out continuously, consistently, and adaptively to the dynamics of the times.

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