

Student Management Model in The Character Development: A Case Study in Laboratory School

Uswadin, Bedjo Sujanto, Muchlis Rantoni Luddin

Abstract— *The challenges of students' negative behavior have been facing by education system in Indonesia. Therefore, the character development become a key focused in current curricula. The laboratory school is a school model which is integrated with pedagogical university. The paper aims to explore students management model in the character Development. The study involved the participants of principal, teachers, parents and students . The research employed case study as a methodology with multiple data collection. The results show that the school has implemented several strategies of student management in the process of students admission, extracurricular. The school has integrated strategies of students leadership and involvement and making character education as integral part of education process. The character development has been succeeding to be implemented by collaboration and shared responsibility of principal, parents, and community. The laboratory school has developing comprehensive approach of emotional, intellectual, and moral development for the students.*

Index Terms—*student management, charater education, laboratory school, case study.*

I. INTRODUCTION

Junior High School (SMP) is a basic education institution as a continuation of education in Elementary School. as with education in general in junior high school the potential of students is developed in all fields through curricular, intracurricular and extracurricular activities. Education in junior high school in the future is aimed at achieving National Education goals. Republic of Indonesia Law Number : 20 year of 2003 concerning National Education System, Chapter II Article 3 which mandates that: "National Education has the function of developing capabilities and forming dignified national character and civilization in order to educate the nation's life, aiming at developing potential students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen".

From the above, the school is required to manage such activities in schools so that they can achieve the noble goals of education. The ability of schools to manage educational activities in addition to providing complete and good education services to students.

Character development and character are carried out by schools with good planning and implementation

accompanied by evaluation of each aspect. The decline of character in the younger generation is a concern for schools in particular and society in general. Therefore the school seeks to implement character education in the development of participants in all school activities, especially in the student management. Through character education it is expected that students or students have a strong identity and intact personality.

Stephen P. Robbins said Management involves coordinating and supervising the work activities of others so that their activities are completed efficiently and effectively.¹ Whereas according to Richard L. Daft, management is the achievement of organizational goals and effective and efficient ways through planning, organizing, leading and controlling organizations.² Management according to Laurie J. Mullins, Management is theoretical not active. It is about changing behavior and making things happen. It is about developing people, working with them, reaching objectives and achieving result. Indeed, all of their time spent research into managers are creatures of the moment, perpetually immersed in the nitty-gritty of making things happen³.

Education management as a branch of management science is needed in the implementation of education so that education can run as expected. Education management is essentially about the purpose of education, people who work together, systemic and systematic processes, and resources that are utilized.⁴ Good management will give to good education, and conversely management of education that is not good will give to education that is not good. Education that takes place is not good will be difficult to produce quality education output. So that good management of education will affect the quality of life of a society and nation. According to Mulyasa, the development of students or student managements is structuring and regulating activities related to students starting to get out of school.⁵

Syarif Hidayat explained that student management is a recording of students from the admission process until the student finishes school or exits because of a move or other cause. According to Eka, the student managements refers to jobs or activities for recording students from the admission process to when students leave school because they have finished attending the school.⁶

Revised Manuscript Received on April 15, 2019.

Uswadin, Universitas Negeri Jakarta, Indonesia 13220. (E-mail: uswadin_MP10S3@mahasiswa.unj.ac.id)

Bedjo Sujanto, Universitas Negeri Jakarta, Indonesia 13220. (E-mail: bejosujanto@unj.ac.id)

Muchlis Rantoni Luddin, Universitas Negeri Jakarta, Indonesia 13220. (E-mail: muchlis-rantoni@unj.ac.id)

Thomas Lickona stated that character is "A reliable inner disposition to respond to situations in a moral good way." Furthermore, Lickona added, "Characterization has three interrelated parts: moral knowing, moral feeling, and moral behavior". According to Lickona, noble character (good character) includes knowledge of goodness, then raises commitment (intention) towards goodness, and finally really does good. In other words, character refers to a set of knowledge (cognitives), attitudes (attitudes), and motivations (motivations), as well as behaviors (behaviors) and skills (skills). Lickona mentions eleven principles that are effective in instilling character values as follows: (1) promoting priority or core values and supporting the implementation of these values as a basis for good character, (2) defining characters comprehensively covering aspects thoughts, feelings and behavior, (3) using a comprehensive, in-depth, and proactive approach to character implementation and development, (4) creating a caring school community, (5) providing opportunities for students to take moral actions, (6) compiling curriculum that is meaningful and respectful to students, develops their character, and helps them to achieve success, (7) strives to maintain students' self-motivation, (8) involves all school members as learning and moral communities who are jointly responsible for implementation and character development, and strive to adhere to priority values at the same core that will set an example for students, (9) maintain moral leadership together and support character education initiatives, (10) involve family members and the community as partners in character building efforts, and (11) emphasize school character and placing school components (principals, teachers, and employees) to function as teachers and role models for character building, to arrive at students in realizing good character.⁷ In principle character education in schools begins with formulating moral values that will shape the character of students, socialize it in the school system, apply it to the school curriculum and make habituation involving all students, parents and school citizens so that it continues to be a school culture continuous and forming good character.

School Laboratory has a strategic role in the application and development of student management. The success of this school in carrying out student development will be a model for other schools. SMP Labschool Jakarta is one of the laboratory schools under the auspices of UNJ and applies student management well. The researcher intends to find out more deeply about student management activities in supporting character education in schools. Can good student management support the implementation of character education at school?

As is known that the government is now re-launching the strengthening of character education in schools. This is felt necessary because there are indications of a decrease in positive characters in students caused by advances in science and technology, such as the presence of massive and unavoidable gadgets and internet influences. In the end some students carry out disrespectful actions and a decreased sense of nationalism and among students.

1. Metodology

This study uses a qualitative approach with a case study model and in data collection using interviews with school components, observation and documentation studies. The interview is carried out directly or indirectly. While the observation was carried out through observation of the school environment, facilities and school facilities, class visits and participating in student activities at school. Documentation study activities by researching and collecting research supporting documents, such as school regulations, school curriculum, school magazines and activity manuals and photo documentation. To add complete data, focus group discussions were carried out. This study involved principals, vice principals, teachers, school committees, alumni and parents of students. The research time is fifteen months from August 2017 to November 2018. All research datasets can be accessed online at <https://doi.org/10.31219/osf.io/vjeka>

2. Result And Discussion

Based on the results of the research, this school has implemented student management well as indicated by well-planned and implemented new students by registering on line, so that citizens from any area can register at this school. Registration of new students with the online system is one of the successes in student management⁸. In addition, this school also conducts student orientation activities well which are demonstrated through various activities and presents competent speakers. The school also has diverse student programs, extracurricular activities and leadership and disciplinary training activities in collaboration with the military. In the development of character education schools design in an integrated manner through education in the classroom through subjects, student activities, through school culture and exemplary from the teacher. Activities in student management and character education in schools can be carried out well because of the support of all school members and the support of parents. This is all in line with what Lickona has conveyed in 11 principles of character development.

According to Mochtar Buchori, character education should bring learners to cognitive value recognition, affective value appreciation, and finally to actual values. Character education that has been in junior high school so far needs to be studied, and sought alternative solutions, and needs to be developed more operationally so that it is easily implemented in schools.⁹

Character education can basically be integrated into learning in each subject. Learning material related to norms or values in each subject needs to be developed, made explicit, and related to the context of everyday life. Thus, learning character values is not only at the cognitive level, but touches on internalization, and real practice in the lives of everyday students in society.

Student development activities that have been held by schools are one of the potential media for character education and improving the academic quality of students. The character development of students in schools is carried



out comprehensively and continuously, integrated and synergistically. The character development of students in schools is carried out comprehensively and continuously, integrated and synergistically.¹⁰ Student coaching activities are educational activities outside the subject to help the development of students according to their needs, potential, talents, and interests through activities specifically organized by educators and / or education staff who are capable and capable in school. Through student development activities it is expected to develop the ability and sense of social responsibility, as well as the potential and achievements of students.

Character education in schools is also strongly associated with school management or management. Management in question is how character education is planned, implemented, and controlled in educational activities in schools adequately. Management includes, among others, the values that need to be instilled, the content of the curriculum, learning, assessment, educators and education staff, and other related components. The principle of developing national culture and character in the 2013 curriculum is not included as a subject but is integrated into subjects, self-development and school culture.

Eighteen values in character education according to the department of education and culture are Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love of the Motherland, Respect for Achievement, Friendly / Communicative, Love Peace, Love to Read, Care for the Environment, Care for Social, Responsibility. In the era of the Ministry of Education and Culture under the leadership of Mr. Muhadjir Effendy in 2016 launched the Character Education Strengthening Activity for Elementary and Middle School. There are five main values of interrelated characters that form a value network that needs to be developed as a priority for the Strengthening Character Education Movement. The five main values of the national character in question are as follows: 1. Religious, 2. Nationalist, 3. Independent, 4. Mutual Cooperation and 5. Integrity.¹¹ The implementation of the five main character values in the school makes students more be character by cooperation with parents.¹²

The development of students at SMP Labschool Jakarta is carried out through integrated activities both in academic and non-academic fields. In accordance with the motto of the Creative, Achieving and Character. schools, the school processes in such a way that it fosters students' activities so that they are fun, challenging and meaningful.

Guidance of students starts from Student Orientation Period, Extra-curricular Expo, SALAM Culture, Dhuhr Jamaah Prayers, Culture, Ashar Jamaah Prayer, Tadarus, Scout activities, National Olympiad Science and Art Team Development, Islamic Boarding Schools, Retreats (Christian), Tirta Nyadnya (Hinduism), Field Study, Study and Appreciation of Indonesian Student Leadership (SAKSI), Social Services, Student Leadership Basic Training (LDKS), Student Management Skills Exercises (LKMS), Writing Work, Labscare, Industry Visit (invita), Crossroad Running, Student Exchange, Drama Performance, Focus of National Exams, Achievement Motivation Training, Farewell, Graduation.

Student management in schools is well implemented and careful planning and continuous improvement. Since students in grades 7 to 9 there are several activities prepared by the school so that students have experience and learning that can improve students' character. When grade 7 students get a school orientation period, extracurricular activities, museum visits, study and appreciation of Indonesian student leadership (SAKSI) in collaboration with TNI Kostrad, Student Leadership Training, Religious debriefing according to their religion such as "Student Islamic Boarding School", Retreat, Tirta Labcare. Labscare is an activity in the form of social services carried out by students as much as 20 hours, while being students. This activity trains students to care more about their environment. Students in grade 7 take part in Scout activities, as compulsory activities according to the curriculum. When grade 8 students get industry visits, write papers, become (Organisasi Siswa Intra Sekolah) administrators and Class Representative Assembly (Majelis Perwakilan Kelas), Drama Theater Performances, Art Performances, inter-school competitions, exchange students to foreign schools, making school magazines. When 9th grade students get career insight, alumni sharing, achievement motivation, deepening of National Examination material, Try out, Memories Run, farewells, graduations and yearbooks. Activities that are routinely carried out every day are the duhur and ashar prayer, congregation, literacy activities, prayers and greetings.

In learning activities, each teacher connects subject matter with strengthening character education. At the beginning of learning begins with prayer, respect for the teacher, ten character statements. A dialogical learning atmosphere with excellent interactions between teachers and students, so that teachers become friends in learning. With these conditions students feel comfortable in school and comfortable learning. This is in accordance with the school slogan that my School is my second home. In conducting student learning tests or evaluations, it is emphasized to prioritize honesty and responsibility so that test results describe the true abilities of students.

Parents support of students for school programs is very good so that good synergies make the program run well and smoothly. Parents support is given both material, energy and mind and finance. The role of parents in supporting school activities is carried out through individuals and in class organizations as well as through the parents and teachers association. School success is a joint success involving all components of the school. Students, teachers, employees, parents and principals support each other and believe that student and academic activities will be successful if there is the participation of all components.

The results show that the laboratory school has implemented several strategies of student management in the process of students' admission, teaching and learning, assessment, and extracurricular program. The school has integrated strategies of students' leadership and involvement and making character education as integral part of education process. The character development has been succeeding to

be implemented by collaboration and shared responsibility of principal, teachers, students, parents, and community. Besides, the school faced the challenges of time management, students' achievement, and engagement, the laboratory school has developing comprehensive approach of emotional, intellectual, and moral development for the students.

II. CONCLUSION

The results of research from the Jakarta Laboratory School can be explained from students who go to school to leave school. In general, the implementation of character education in schools can run well because of school readiness and school cooperation with all parties. Character education that is well implemented supported by good student management will have a good and positive impact on the school. Labschool Jakarta Middle School consistently manages its students so that they produce good high school portraits. Schools with the motto of Creative, Achievement and Character. This is evidenced by the emergence of children and the creative and accomplished character of this school. Indeed, the motto is prayer and encouragement to achieve what is dreamed and written.

Student management that is well implemented in school will give birth to students who have high self-confidence and fighting abilities. Management of students can simultaneously support the implementation of character education in schools. So that character education can be implemented in an integrated manner in school life. By implementing good character education it will be able to give birth to schools and school residents who can compete in all fields. Parent satisfaction because their students have good character will lead to the willingness of parents to support the school program. With good support from school members and parents, the school will easily achieve the desired achievement. This has been demonstrated and realized by the Labschool Middle School in Jakarta. Thus, school management is one of the effective media in developing character education in schools.

Thus it can be concluded that the implementation of student management can support the implementation of character education in schools. The better implementation of student management will produce students who have good character and are ready to compete in life.

RECOMMENDATIONS

Schools should develop and implement student management properly so as to enable all potential students to develop optimally and at the same time be able to create good character education in schools. Schools should also invite all components of the school to jointly create a good and supportive school environment in realizing good student management and good student character. The government needs to support and provide training in school programs in realizing student management so as to create a good school climate and character.

ACKNOWLEDGEMENTS

We would like to thank the principal of SMP Labschool Jakarta for all your assistance and support in this Research.

REFERENCES

1. CEP. (2010). 11 Principles of Effective Character Education: A Framework for School Success, 28. <https://doi.org/10.1080/0305724960250110>
2. Stephen P. Robbins and Mary Coulter, Management (New Jersey: Pearson, 2012), p.8.
3. Richard L. Daft, *New Era of Management* (Canada: Cengage Learning, 2010), p.5.
4. Laurie J. Mullins, *Management and Organisational Behavior* (Spain: Pearson, 2005), p.190
5. E. Mulyasa, *Menjadi Kepala Sekolah Profesional* (Bandung: PT Remaja Rosdakarya, 2011), h. 7
6. Efektif, S. (2013). Universitas negeri gorontalo november 2013 1, (November), 1–232.
7. Husen, A. (2017). *Pengembangan Karakter Siswa pada SMP Labschool Jakarta Yayasan Pembina Universitas Negeri Jakarta*.
8. Kemdikbud. (2016). Kajian dan Pedoman Penguatan Pendidikan Karakter (PPK), 1–90. <https://doi.org/10.1360/zd-2013-43-6-1064>
9. Kemendiknas_c. (2010). Panduan pendidikan karakter di sekolah menengah pertama, 2010.
10. Mulyasa, E. (2003). *Manajemen Berbasis Sekolah*.
11. Muttaqin, Muhammad Fauzan. Raharjo, T. J. M. (2018). file:///C:/Users/User/Documents/Disertasi 2017/View of The Implementation Main Values of Character Education Reinforcement in Elementary School.pdf. *Journal of Primary Education UNNES*, 103–112.
12. Student management model in the character development. (2018). *Uswadin. Student Management Model in The Character Development: A Case Study in Laboratory School. Retrieved from Osf.io/3rcx7*.
13. Uswadin. Pedoman observasi dan wawancara. <https://doi.org/10.31219/osf.io/vjeka>