



Character Value Management Through Leading Religion-Based School Programs in The City of Semarang

Nurhafizah Nurhafizah [✉], Cahyo Budi Utomo, I Made Sudana

Universitas Negeri Semarang, Indonesia

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Abstract

The purpose of this research was to describe the management of character values through the flagship program of religion-based schools in the city of Semarang. This study used descriptive qualitative method. The data collection technique used is purposive sampling. The subjects of this study were the principals and teachers of SD QU Hanifah Semarang. Data collection techniques used in-depth interviews, observation, and documentation studies. The data validity technique uses source triangulation and theoretical triangulation. The results of this study indicate that the management of character values cultivation through the flagship program of religion-based schools in the city of Semarang is running well, it can be seen from the types of program activities that have been carried out not out of the school's vision, mission and goals. The types of activity programs that have been determined are the flagship program of Tahfidz and the flagship program of Parenting Day. In the program component, there is the role of principals and teachers as implementers of program development activities to instill character values in students in everyday life. The implication of this research is to provide an overview of the role of principals, teachers, and parents of students at school and at home in instilling good character values to students in the process of implementing the superior program that has been determined.

[✉]Correspondence Address:

Kampus Pascasarjana Jl. Kelud Utara 3 Sampangan Semarang,
Indonesia

E-mail: nurhafizahhasan@students.unnes.ac.id

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INTRODUCTION

Education is one of the things that must be prioritized for everyone. Education is believed to be able to develop human talent and be able to think logically, be critical, take initiative, excel and be competitive. Education has an important role for a nation in order to produce qualified human resources (Johan & Harlan, 2014). Education is also a process of developing aspects of life views, life attitudes, and life skills (Muslam, 2011). Therefore, education is the most important part in realizing the quality of quality human resources that will build a nation into a great and advanced nation. However, education is also in the public spotlight because any problems that arise are considered as a result of poor education patterns, including education in schools (Hanafi, 2017).

In the current modern era, character education has become a strategic issue that is often discussed at the education level in Indonesia. The current implementation of character education has not yet fully succeeded in shaping the character of Indonesian society, especially for students (Prihastanto et al., 2016). The crisis of national character values is marked by rampant crime and actions that do not reflect the values of the nation's character committed by educated people (Ghufroon, 2010). This is related to the moral crisis that has occurred recently. Handling the character crisis must begin with an understanding of the causes of the crisis so that solutions can be found for the problem of character crisis (Dwiningrum & Purbani, 2012)

Nowadays, many children are found who are ignorant even though they make mistakes or may be indifferent to something despicable, have fading manners, don't care about their surroundings, and tend to enjoy pseudo or momentary pleasures. The application of character education in schools is currently needed and very urgent to be implemented properly.

In presidential regulation number 87 of 2017 concerning strengthening character education, it is stated in article 1 that strengthening character education, 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 sport in the involvement and cooperation between educational units, families and communities as part of the national movement for mental revolution (GNRM). Currently, five main character values have been released which must be prioritized in implementing character education strengthening (PPK) in schools, namely religious, integrity, independent, nationalist and mutual cooperation.

Character education must be instilled since elementary school age children so that they become intelligent, skilled, courageous generations who have a strong character base in elementary school age children and can add to the nation's dignity in the eyes of the world. Nez (2014) revealed that character is an important element in the educational process that lasts a lifetime. Character is identical with morals so that character is the values that cover all human behavior (Marzuki et al., 2011). The factor of character growth in children certainly cannot be separated from the role of parents and teachers in schools as the main source of role models for children. The role of the teacher is very much determined in the implementation of children's education (Roza et al., 2019). Furthermore, according to Siswati et al. (2018) character learning means that it cannot be separated from studying values or attitudes, norms and morals. Attitude and behavior is one of the elements in a person's character. The attitude and behavior that a person pours will give an assessment to others as a reflection of that person's character.

Based on this, to instill character education for students in schools, an effective education management is needed. Management affects student achievement and an effective learning environment (Susilowati & Latifah, 2016). According to Isnanto & Yustika, (2020) that in the management of each school has its own way, this is influenced by how the school's ability to implement management. To support this, management is needed in the process of achieving goals by focusing on planning, organizing,

implementing, and providing student services in the classroom and outside the classroom, such as developing the overall abilities of interests and talents in schools.

In planting character values, of course, it is necessary to provide adequate human resources and require well-trained human resources. This is supported by the opinion of Suyatno et al. (2016) stated that human resources are assets in the development of the nation and state which can be realized with high-quality resources. Teachers, principals, and parents are resources that must play a role in instilling character in children. Based on the facts about the impact of the weakening of character values cultivation on students, it shows that a solution is needed to bridge the cultivation of character values as a good breakthrough for schools with alternative strategies as outlined in an activity program that focuses on character values cultivation.

In planting character values in elementary schools, creating a superior program. The flagship programs include: (1) Tahfid and (2) *Parenting Day*. Each implementation of the activity program at QU Hanifah Elementary School Semarang which is the object of the author's research, it is hoped that its implementation can achieve 5 main values of KDP priority characters including religious values, integrity, nationalism, independence, and mutual cooperation. The steps in the school activity program are an effort to create involvement *direct stakeholder* in the implementation of character education starting from planning, organizing, implementing, and evaluating activity programs that are directed at inculcating character values.

The purpose of this research was to describe the management of character values cultivation through the flagship program of religion-based schools at QU Hanifah Elementary School Semarang.

METHOD

The type of research used is a type of qualitative research. Then processed using descriptive analysis. The focus of the research is

to examine in depth the management of character values cultivation through the flagship program of religion-based schools. This research will focus on: 1) Planning; 2) Organizing; 3) Implementation; and 4) Evaluation of character value cultivation. The research was conducted at QU Hanifah Elementary School Semarang. The sampling technique used was purposive sampling so that the informants could provide in-depth data.

There are two sources of data in this study, namely primary data and secondary data. In this study, primary data were obtained from the principal, coordinator of the tahfidz and flagship programs parenting day. The secondary data is obtained from supporting data in the form of documents such as recordings, pictures, or photos related to activities in planting character values. Data collection techniques in this study are observation, interview, and documentation.

The data validity technique in this study used a data credibility test, carried out by triangulation and member check. Triangulation of data using two techniques, namely triangulation of sources and theory. Source triangulation is used to compare and check back the degree of confidence of the information obtained. Theoretical triangulation utilizes two or more theories to be pitted and combined, theoretical triangulation is carried out using the perspective of more than one theory in discussing the problems studied. Member check is defined as the process of checking the data obtained by the researcher to the data provider. The goal is that the informants obtained and will be used in writing reports are in accordance with what is meant by the data source or informant.

The data analysis used in this study is an interaction data analysis model. After the data has been collected, three analytical activities are carried out, namely data reduction, data presentation and conclusion drawing so that the overall problems regarding the management of character value cultivation through the flagship religious-based school program at QU Hanifah Elementary School Semarang can be answered according to the data category and the problem.

RESULTS AND DISCUSSIONS

Planning for Cultivating Character Values through School Excellence Programs

Every educational institution has a plan to improve the character quality of its students, including at QU Hanifah Elementary School. Shofwan et al. (2019) that planning is the process of determining and utilizing resources that are expected to support activities in achieving goals. The key to success is planning. The program to be formed requires careful design.

Instilling character values in QU Hanifah Elementary School also focuses on religious education, which highly upholds Islamic religious values in everyday life. The Islamic values in question are carrying out religious teachings as a whole. The principal understands that having a madrasah label is the main point of excellence at QU Hanifah Elementary School Semarang. This is also the decision of most parents in choosing religion-based schools for their children's education (Nurhadi, 2018). Therefore, schools must have proper planning in a school program that will affect the quality of the character of their students. QU Hanifah Elementary School has its own plan to improve the quality of students' character in the school, namely by creating excellent programs such as Tahfidz and parenting day. The determination of the flagship program is in line with the main vision of the QU Hanifah Elementary School, which is to become one of the favorite Islamic elementary schools in Indonesia.

The planning stage in designing the tahfidz program and parenting day program is the socialization of the program and the determination of the schedule. The socialization of the tahfidz program and parenting day at the QU Hanifah Elementary School in Semarang did not only involve teachers but also parents. Determination of the schedule for the implementation of the tahfidzul program in planning is designed by the principal in accordance with the existing educational calendar. Regarding the determination of the schedule, it is necessary to do so that there is no confusion in the implementation of the tahfidz

program. The schedule is adjusted to the teaching and learning activities. As for some of Tahfidz's activities, namely memorizing muroja'ah, memorizing deposits, and memorizing tests. The school has set a schedule for these activities. Thus the schedule is determined by the school based on the results of discussions between the principal and the teacher and then carried out according to what has been scheduled.

In determining the superior parenting day program schedule based on the academic calendar where the implementation is once a month. Parents must increase their understanding of how to become the main foundation in educating and instilling character values in children. Lickona (2015) revealed that when a child does not have a close relationship with his parents and does not recognize the values that apply in the family environment, then the child will have a weakness in facing pressure from the outside environment, which in the end the child will take his own steps. without parental guidance. Therefore, a solution was sought so that the implementation was set on holidays because the majority of parents of students at QU Hanifah Elementary School were workers. So there is no reason for parents to refuse to join the parenting day program.

Organizing Instilling Character Values through the Excellent School Program

Terry & Rue (2014) revealed that the purpose of managing is to determine human resources, direct members to the maximum and conduct screening, as well as train and develop human resources. In organizing the tahfidz flagship program, it is centered on the decision of the principal as a manager at the school. The principal assigns a coordinator for the tahfidz program to coordinate the implementation of the program so that it runs as expected. In the selection of coordinators, they are chosen according to those who have expertise in their fields such as being able to memorize the juz in the Qur'an, proper recitation in reading the Qur'an and mastering prayers and hadith.

After the determination of the coordinator, the principal gives the task of implementing the

tahfidz program. In this case, the principal himself serves as a guide and observer of the tahfidz program. Furthermore, the task of the coordinator is to coordinate all tahfidz program activities and to know the entire system of activities. The tahfidz program coordinator will direct the tahfidz teacher to guide students to be able to memorize the Qur'an according to the target of school graduates. The series of activities in the tahfidz program are rote muroja'ah, monthly rote deposits, and memorization exams. The Tahfidz program has a very significant role in instilling character values through which it can build students into faithful and pious students. Character values are important to be the basis for behavior and reflect the character of students.

The same applies to organizing parenting day programs by assigning program coordinators. In achieving the planned goals, the determination of the coordinator is conditioned by the talents, interests and experience needed to carry out the parenting day program. According to Rahmawati (2018) organizing an activity that is carried out in small tasks, giving each task to individuals according to skills, determining and grouping individuals to achieve organizational goals. Based on this opinion, in the parenting day program the selected coordinator must pay attention to what must be prepared in the implementation of the program.

The parenting day program coordinator at QU Hanifah Elementary School must determine what activities must be carried out. This program involves parents of students to help children in developing the character values contained in the child. Parents of students will be equipped with an understanding of how to instill character values in the family that will affect the child's character when the child is in the community. This is in line with what was expressed by Lickona (2015) that parents can influence the good and bad habits of children's character formation. Children's character is formed through daily habits, the habituation starts from childhood to adolescence.

Implementation of the Cultivation of Character Values through the Excellent School Program

In the implementation of the tahfidz program and the parenting day program, there are two things that are focused on, namely the implementation strategy and the implementation process. The strategy in the tahfidz program is one way to instill character values. According to Terry (2009), an implementation requires a movement that encourages all members to be able to work hard to achieve the goals of the planning that has been designed. At the stage of implementing the program, activities are the core activities of student character development.

The implementation of the tahfidz program is carried out in the classroom or outside the classroom, where the implementation is expected to meet character values. In the process of implementing the tahfidz program, the teacher must motivate students by fostering a love of students with the Qur'an so that students become enthusiastic about memorizing, fostering respect and disdain for the tahfidz program supervisor and teaching patience and staying istiqomah in the memorization process. That way, students will get used to it and it will be easier to memorize the Qur'an because reading the Qur'an is a worship. This makes students always educated with character values including religious characters, by knowing the benefits of reading, understanding and memorizing the Qur'an, students' character is formed through positive habits. Teachers always emphasize that memorizing the Qur'an must be based on a strong and sincere intention by avoiding various kinds of actions that will lead to moral deviation.

The tahfidz program is one of the flagship programs at QU Hanifah Elementary School Semarang which aims to complete the target of memorizing 5 juz, Asmaul Husna, 40 Hadith, daily prayers and blessings. In the implementation of the tahfidz program as well as to develop the cultivation of character values in students, by cultivating a love for the Qur'an, students will grow a sense of respect, especially for the people of the tahfidz program, teach patience, and remain istiqomah in the memorization process. Based on this, supported

by the opinion of Lickona, (2015) which reveals the need to respect others, it requires to treat everyone as human beings who have high values and the same rights as us as individuals.

In the implementation of the Tahfidz flagship program at the QU Hanifah Elementary School, Semarang, there are several activities as follows:

a. Sima'an memorization method

The purpose of Sima'an memorization is for students to remember and strengthen their memorization so that students' memorization does not quickly forget. The importance of memorizing sima'an is carried out to find out the extent to which students are able to memorize verses of the Qur'an every day then by depositing each memorization to the cleric who is responsible for the tahfidz program. With sima'an memorization will train students to have a confident attitude when depositing their memorization. Listening to your own memorization and listening to your own memorization to others is an extraordinary thing.

b. Memorizing collection

Memorizing collection are carried out 5 times a week, Monday to Friday. Memorizing deposits are made to strengthen students' memorization so that past memorization is not easily lost from memory. In the tahfidz program, it is carried out two hours per day, before the rote deposit is made, first sima'an memorization is carried out for 30 minutes. In one day students are targeted to memorize several verses, where each page containing several verses is divided into several parts to be memorized, so on until the target of student memorization is achieved. Daily rote deposit activities train students mentally tough and resilient. Students must launch the memorization that they already have, then they are allowed to continue to the next memorization target.

c. Memorization test

At this stage, students will be tested for memorization once a month. The extent to which students' memorization increases. Because to achieve the target of graduates, students must memorize at least 5 juz of the Qur'an. When memorizing little by little verses of the Qur'an that have been read over and over again will

strengthen students' memorization, for example memorizing one page of memorizing verse by verse well, then stringing together the verses that have been memorized perfectly starting from the initial verse, second verse and so on. The tahfidz exam was held at the Mushollah of SD QU Hanifah Semarang. When the exam takes place, the ustadz must listen with a focus on memorizing students. As for what is assessed in this exam, namely recitation, fluency, and fluency in memorizing.

In addition to completing the memorization, another goal of the Tahfidz program is to cultivate the character values of KDP, namely religious, integrity, independent, and mutual cooperation, which are shared goals.

a. Religious Value

In the Tahfidz flagship program, the implementation is expected to be able to provide religious character values to students. Basically, education is not just transferring knowledge to students but how to guide to form a certain personality, while creating a supportive environment in the hope that students are encouraged to grow their superior and distinctive character when in the midst of society. In the flagship program, tahfidz can improve students' ability to read and memorize the Qur'an. The religious value created by the teacher in the program is getting used to saying greetings before and after learning, and being required to read prayers.

b. Nationalist

The nationalist values created in the tahfidz flagship program at SD QU Hanifah Semarang are that students are able to take responsibility, be disciplined in following the program well. If in the implementation of the tahfidz flagship program activities, students have shown an attitude of obedience and obedience that has been determined. In realizing nationalist values at the QU Hanifah Elementary School Semarang through the tahfidz flagship program, of course, educators cannot be separated from always providing positive reinforcement between the implementation of the program, so that over time students will get used to instilling character values in themselves. This has already begun to

be seen at QU Hanifah Elementary School Semarang where the attitude of students during the implementation of the tahfidz program looks serious to do what they are responsible for, namely achieving the desired target such as always eager to read and memorize several juz of the Qur'an in accordance with target school graduates.

c. Value of integrity

Instilling the value of integrity in Tahfidz's flagship program at QU Hanifah Elementary School Semarang, which focuses on how students are able to cultivate exemplary attitudes, honesty, politeness and respect for those around them, namely peers and teachers through the implementation of Tahfidz's flagship program. Students must be exemplary in completing memorization, must be honest based on the amount of memorization that has been achieved, and remain polite and respectful of others when the tahfidz program is implemented.

d. Self-rated

Hard work, courage and learning are manifestations of an independent attitude that must be instilled. This is the target of Tahfidz's flagship program to be achieved at QU Hanifah Elementary School Semarang. In the implementation of the activity program, students have dared to take responsibility according to the rules at school, students are seen working hard to repeat rote together. By working hard to realize the targets to be achieved, it means that you are able to instill independent values in yourself.

e. Mutual cooperation

In the Tahfidz flagship program, indirectly character values can be embedded in students when the Tahfidz flagship program takes place, one of which is the attitude of mutual cooperation at QU Hanifah Elementary School Semarang students are trained to have a high social spirit, love each other, respect each other by mutual cooperation, helping others when they have problems.

Regarding the implementation of the tahfidz program, there was also the implementation of a parenting day program held at the QU Hanifah Elementary School. The implementation of the parenting day program is

a series of activities that cannot be separated from the cultivation of character values at SD QU Hanifah. So that with the implementation of the parenting day program, character values can be applied optimally. The strategy for implementing the parenting day program carried out by SD QU Hanifa in instilling character values is to create activities in which there are positive activities that will involve parents, teachers, and students in an effort to increase parental insight in assisting children's growth and development. Parenting day is carried out between parents and the school in discussing the process of child growth and development and various problems so that there is continuity in order to optimize the potential of children and through this program, the harmony between the knowledge that students gain at school and at home can be achieved. In addition, parents must understand the development of children well.

The schedule for implementing the flagship parenting day program has been determined by the school, where the implementation schedule follows the academic calendar. The implementation of the program is carried out once a month, namely on Sundays. Before the program schedule took place, socialization had been carried out so that they could take the time to attend the parenting day program and there was no longer any reason not to attend the program because there was confirmation from the school long before the parenting day program was implemented. In its implementation, the party who has been given the responsibility or the coordinator of this program must prepare what materials will be brought during the implementation of the program. The material that has been prepared is more focused on thinking about children and thoughts about parents. In addition to the social environment owned by a child, parental guidance will also determine the formation of the child's attitude and character in living life. The formation of the attitude and character of a child depends on how the attitude of parents to educate and raise children. In implementing the parenting day program, as much as possible the coordinator determines an interesting parenting theme and

selects parenting presenters with a theme that fits the target in order to be able to keep the focus of all parents and parents can be active during the program implementation.

The values developed through the parenting day program in inculcating character values in QU Hanifah Elementary School are:

a. Religious

In the implementation of the parenting day program, parents are provided with materials that can increase children's religious values. In its implementation, gradually parents of students have begun to understand to familiarize children with Islamic habituation in the home environment which results in increasing students' religious character such as habituation of dhuhā prayers regularly, obligatory prayers on time, teaching children to give alms from an early age, and so on.

b. Nationalist

One of the environments that influence the emergence of nationalism in children is the family environment. Parental education plays an important role in the development of children's attitudes, personality and behavior of every child in the family. Through the parenting day program, parents gain knowledge in instilling character values. Parents are expected to be much better at educating their children at home, giving more attention in other words, children are one of the priorities of parents. In addition, parents are directed to encourage awareness to involve children in making decisions. Parents talk more, communicate and interact with their children at home. Through the parenting day program, the knowledge and attitudes of parents will increase.

c. Integrity

Nowadays, many parents find it difficult to understand the character of their children. This certainly has an impact on the character development of children. One of the most effective ways is to teach the value of integrity to children by being a parent who becomes a model for children to work on the values of integrity in children. In terms of inculcating character values, the material in the implementation of the parenting day program suggests educating children effectively, such as not pampering, not demanding, and not ignoring children. Through

the parenting day program, instilling the value of integrity in students is expected to be able to overcome the bad behavior of children in the future. Students who have learned the value of integrity from home are younger to carry themselves in their association and are able to appear bright, and when they grow up, students will unconsciously avoid cheating. So, through the parenting day program, parents are equipped to respond to conditions that suit their children's needs and characteristics.

d. Independent

In the implementation of the parenting day program, parents are provided with knowledge of upbringing patterns for their children. Parents will give good examples and character to children at home, for example, children do not depend on parents by having to give trust to children to do a job by themselves, for example, in doing assignments from school, parents should not take part in helping work on the task. Let the children do it themselves, parents just monitor and supervise what the children are doing. If the child has problems in carrying out school assignments, parents may help but not only direct or provide an overview. The role of parents in educating children is very important for the development of children's independence because parents are personal figures that children will imitate. It is parents who will be the model in the formation of children's character.

e. Mutual cooperation

In implementing the parenting day program, mutual cooperation is needed between teachers and parents, parents and children, teachers and students. Gotong royong is defined as working together, helping each other, and working hand in hand to achieve the desired result. Parents as the main element in education closest to children, parents have many advantages and opportunities to be empowered to shape the behavior of themselves and their children in the family. One of the goals of the establishment of a superior parenting day program is to establish cooperation between teachers and parents in educating children, including instilling morals in children. Educate joint affairs so that parents can continue to learn

and exchange experiences. Parents should be able to take advantage of the moments that occur around their children. In the implementation of parenting day teachers and parents work together to instill character values in students with one of the efforts made, namely opening discussions.

Evaluation of the Cultivation of Character Values through the School Excellence Program

Terry (2018) reveals that evaluation is the next stage after implementation where to see whether the activities that have been formulated are carried out according to the plan, if at the implementation stage there are things that are not desired, they can be corrected so that the goals can be achieved properly. The evaluation stage is carried out on the tahfidz program and parenting day program to determine the achievement of program implementation in instilling character values. Program evaluation is also seen from the extent to which values have been developed that appear in student behavior.

Evaluation of the implementation of the tahfidz flagship program can be seen directly on the daily lives of students, while outside school parents can also monitor whether they are still carrying out their obligations at home. Evaluation of the tahfidz program can be done by following a predetermined schedule. The evaluation tends to be at the rote level by making an assessment every day while making a rote deposit. And evaluate thoroughly during the rote exam. In addition to evaluating students' memorization targets, they also indirectly evaluate the level of success in the activity program. The evaluation was carried out by all the actors involved such as the principal himself, the coordinator of the tahfidz program, and the tahfidz teacher who often had activities with students. From the evaluation carried out, attention was paid to how the character development of students in the process of implementing the tahfidz program was. When the tahfidz program takes place, the teacher provides motivation at all times for students, so that they always instill character values so that the expected character will be formed. Based on the evaluation of the tahfidz program, it can

improve the character of students including religious characters because students tend to read the Qur'an more, students are more aware of their responsibility to memorize the Qur'an at home and at school. So that students are accustomed to reading the Qur'an both at home and at school. QU Hanifah Elementary School graduates can memorize according to the target set by the school because since entering school short letters are always read every morning and of course there is also a deposit to the tahfidz teacher. So through this tahfidz program will produce graduates who have rote. Based on this, it is concluded that the cultivation of character values through the tahfidz program at the QU Hanifah Elementary School Semarang is mandatory and must be emphasized because the target is not only the amount of memorization that must be achieved but also the achievement of instilling character values into students.

Furthermore, the implementation of the parenting day program is carried out according to the plan that has been prepared by the school, starting from the determination of the parenting theme and the presenters who will fill the parenting implementation, to the schedule and random events for the implementation of the parenting day program and then evaluating its implementation. The evaluation stage is carried out during the parenting day program, how active the participants are in participating in the parenting day program. The activeness of parenting participants can be seen from the enthusiasm of participants in conducting questions and answers to parenting presenters. The evaluation also assesses the implementation of the program as a whole, assessing how so far the parenting day program has been implemented. In addition, in the implementation of the parenting day program, things to note are the presence of parents, the progress of their children, there is usually a correlation between the parenting program and the habituation of children, this shows that parents are focused and care about student development. Evaluation of the results seen from the results of the implementation of the parenting day program, seen whether the material that has been obtained

by parents from this program has been applied well in the family environment, with this it can be seen from changes in student behavior. Evaluation of the results was also seen from the number of parents who attended the implementation of the parenting day program. With the implementation of the parenting day program, the skills of parents in educating their children will be better as planned at the beginning of the formation of this program.

Terry & Rue. (2014) mentions that the supervisory function can be carried out by setting work measures, comparing results with predetermined measures, and relating during the supervision process. Based on this, the results of research in the field show that through the parenting day program there are changes from parental education in the form of habituation to children, teaching children to speak well, knowing how to educate children well, increasing parents' knowledge about the application in educating children, providing understanding about character, knowing children's learning needs, providing knowledge on how to deal with children's nature, and getting used to seeing children's learning development. In addition, students also felt that there were changes in educating parents after participating in the parenting day program. Lickona (2015) revealed that the moral success of children in the future depends on their parents, parents need information related to how they affect the happiness, self-confidence and character of their children. Parents are the most powerful people in shaping the character of their children. Therefore, parents should not underestimate their importance to their children.

CONCLUSION

The results of the research exposure, it is concluded that the superior program planning carried out by the QU Hanifah Elementary School in Semarang goes through the process of determining what program activities are related to supporting character cultivation; determination of program socialization schedule; and determining the schedule for the implementation of the flagship program. The

schedule is determined by the school which is mutually agreed upon. The organization of the tahfidz flagship program and parenting day is carried out by determining the coordinator of each predetermined program where the principal is the person in charge of determining the coordinator of the program. Coordinator in the tahfidz program, of course, must master the field as well as the parenting day program. The implementation of the tahfidz and parenting day programs is in accordance with what has been determined by each coordinator. In the implementation of the two flagship programs, it has been going well by looking at the progress in the implementation of the program. Evaluation of the implementation of the flagship program is the results that have been achieved from seeing the daily lives of students at school and at home. In the parenting day program, in its implementation it is still necessary for the school to be even more active in disseminating good education patterns to parents by bringing in two presenters at once, namely psychologists and religious leaders.

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