THE DEVELOPMENT OF HOLISTIC MODEL OF CHARACTER EDUCATION MANAGEMENT FOR SENIOR HIGH SCHOOLS IN PEMALANG REGENCY

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Article Info	Abstract
	The current implementation of character education has not fully succeeded in establishing the character of Indonesian people, especially high school students. The purpose of this study is to develop a holistic model of character education management for high school that can be used to enhance character education implementation in high school in Pemalang Regency. This study employed qualitative approach, starting from the preliminary stage of research and development until the test of feasibility. The variables in this study are: 1) the principal, 2) the vice principal of curriculum, 3) the subject teachers and guidance and counseling staffs, 4) head of administration, 5) parents, and 6) the school committee. The results of preliminary study show that: 1) the implementation of character education in high school in Pemalang Regency is still lacking, 2) The teaching of character education only focuses on the aspects of intellectuality, 3) All components consisting of the principal, vice-principal of curriculum, subject teachers, counseling and guidance, head of the administration, parents, and school committee still implement the character education partially, 4) an alternative solution in the development of a holistic model of character education management in high school in Pemalang Regency is needed. From these results, the lacking of character education is caused by the teachers who only pay attention to the cognitive aspect, and ignore the affective, psychomotor, and spiritual aspects of learners. In fact, students should be fostered intellectually, physically, spiritually, and affectively, involving the integration from the principal, vice principal of curriculum affairs, vice principal of student affairs, subject teachers, counseling staffs, heads of administration, parents and school committees. This is consistent with a holistic model approach. © 2016 Semarang State University

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INTRODUCTION

The Act No. 20 of 2003 on National Education System mandates that education serves to develop the ability and shape up characters of a dignified civilization in the context of the intellectuality of the nation. The goal for the development of students' potentials is to realize a man of faith and obedient to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become the democratic and accountable citizen. The potentials expressed above are essential to the meaning of the character. Development of this potential must be a cornerstone of the implementation of character education in schools. In turn, the good citizen is expected to help the realization of the constitutional democratic society.

This study believes that conceptually, the variables which are predicted to influence the learning process are religious education, civic education, physical and health education, social sciences. And the factors or character development are teachers, school leadership, administration staff, parents, school committees, and school culture. The development of character must involve the various components of the nation, both at the level of supra and political infrastructure, theoreticians and practitioners, the various components of education at all levels and types, as well as the participation of all citizens.

Sudharto in www.suaramerdeka.com on 30th March 2013 said that character education should be a national movement which involves character-based education curriculum model with the educational process stage containing the elements of character. Every step of learning for any subject should incorporate elements of good character for students. The steps taken include open learning activities and core activities containing the organizing of time, resources and assessment. Character education should be implemented as a hidden curriculum and students are trained continuously and consistently by each teacher.

As a subject in school, especially at high school that bears the primary mission of the establishment of good citizenship, the direction of education in Indonesia today is more emphasizing the intellectual development and mastery of technology. Globalization euphoria which is shown by a very tight competition between global human resources has led to prioritizing of practical education in schools for the importance of intellectual and technological mastery, without consideration to character education.

Rachman (2001: 67) suggests that:

"The world of education has forgotten the main purpose of education which is to develop the knowledge, attitudes, and skills simultaneously and equally. The world of education has given attitudes/values and behavior in its learning. Education greatly underestimates the subjects related to the formation of character. On the other hand, there is no doubt that the lessons developing the nation character such as Pancasila and Citizenship Education (PPKn), Religious Education, and Social Sciences, in its learning implementation, prioritize more on the cognitive aspect over the affective and psychomotor aspects. In addition, the assessment in subjects related to the value of education has not been fully measuring the holistic personal intact of learners ".

Similarly, the efforts on character development through Civics, PAI, Penjaskorkes, and social studies as the subjects in schools that have been going on for a long time have not achieved significant progress. Consequently, the efforts to improve strategy and reorganization of learning material on some of these subjects to build the character of nation need to be continued sustainably because the real character development/building is a non-negotiable demand for change.

The declining of work ethic among young generation are shown by the existence of frequent cases of not doing the homework assignments, skipping the class, hanging out with friends during school hours, and sitting on the roadside as well as the lack of respect on

learners. Given this severe condition of our nation, character education should not only be implemented into the curriculum in 2013, but also in families, schools and communities.

As an education which leads to the formation of good character, character education should use approach of multicultural education (the transformation process respecting the way of life and tolerance of cultural diversity in a pluralistic society). In fact, the character education is important to accommodate students who come from a wide variety of political, ethnic and different traditions.

Nawangsih (2008: 93) finds that the level of character development in learning material is lacking of character education, especially in high school. By basing on the Cronbach framework to examine the character development (which consists of beliefs, feelings, and actions, the character building material should contain:

Table 1. The elements of character building material in High school books

element	Character Building content
Unity of nation	73%
Norm, Law, and regulation	46%
Human Rights	45%
People's need	30%
Constitution	15%
Power and Politics	12%
Pancasila	13%
Globalization	8%
Average	30,25%

The finding of Nawangsih research as presented in the above table is the real condition on the field that the learning material of character education in high school is a low. While the portrait of character education in high school based on the research finding of Saefudin (2007: 174-181) using the qualitative analysis has found several points: First, the method used by the teacher in the learning process of Citizenship Education in high school is more directed towards the acquisition of knowledge, memorizing, and exercising techniques.

Secondly, the subject matter is more oriented on the text book. Third, the dominant learning environment is one-way communication. The teachers take the role as the transferor of the material, while students receive it passively.

Generally, the objective of this research is to study empirically and comprehensively on the management process of character education that is conducted in high school in Pemalang Regency which can be used as guidelines for developing the successful implementation of character education in high schools in Pemalang Regency.

Therefore, the specific objectives of this study are as follows: (1) to describe and analyze the management model of character education which is implemented in high schools in Pemalang Regency; (2) to describe and analyze the results of holistic model development of character education management required for high schools in Pemalang regency; (3) to describe and analyze the final holistic model of characters education management in high schools in Pemalang Regency.

METHODS

This study was designed using research and development approach. Research and development is a research approach to investigate, develop, and test a product to produce certain products based on the needs analysis. In addition, research and development is intended to test the effectiveness of these products, so that these products can serve and benefit the community. Therefore, we need research that is multi-methods (plural methods) such as this approach.

Model development is the basis for developing a product that will be generated. Model development may include procedural models, conceptual models, and theoretical models. Procedural model is a model that is descriptive, showing the steps to be followed to produce a product. The conceptual model is a model that is analytical, causing components of the product, analyzing the components in detail and showing the relationship between

components in detail and showing the relationship between the components that will be developed. Theoretical model is a model that describes a framework of thinking that is based on relevant and empirical theories.

Research and development is expected to produce a product or model serving as the development of an existing model, as a maximum effort of effective character education management in high schools in Pemalang Regency. Therefore, the character education can be achieved according to the expectations. Research and development procedures include several things:

1) Product is developed based on the results of a needs analysis;

2) The Product is developed through designing and testing process;

3) The expected tests must be implemented through expert testing, empirical testing, and field testing;

4) The products produced in the form of instruments for model development, namely: guidelines for planning analysis, program design, implementation and evaluation;

The research and development of character education management model in high schools in Pemalang Regency was implemented through three stages: (1) a preliminary study, (2) the development of the model, (3) validation of research, more clearly can be seen in Figure 1.
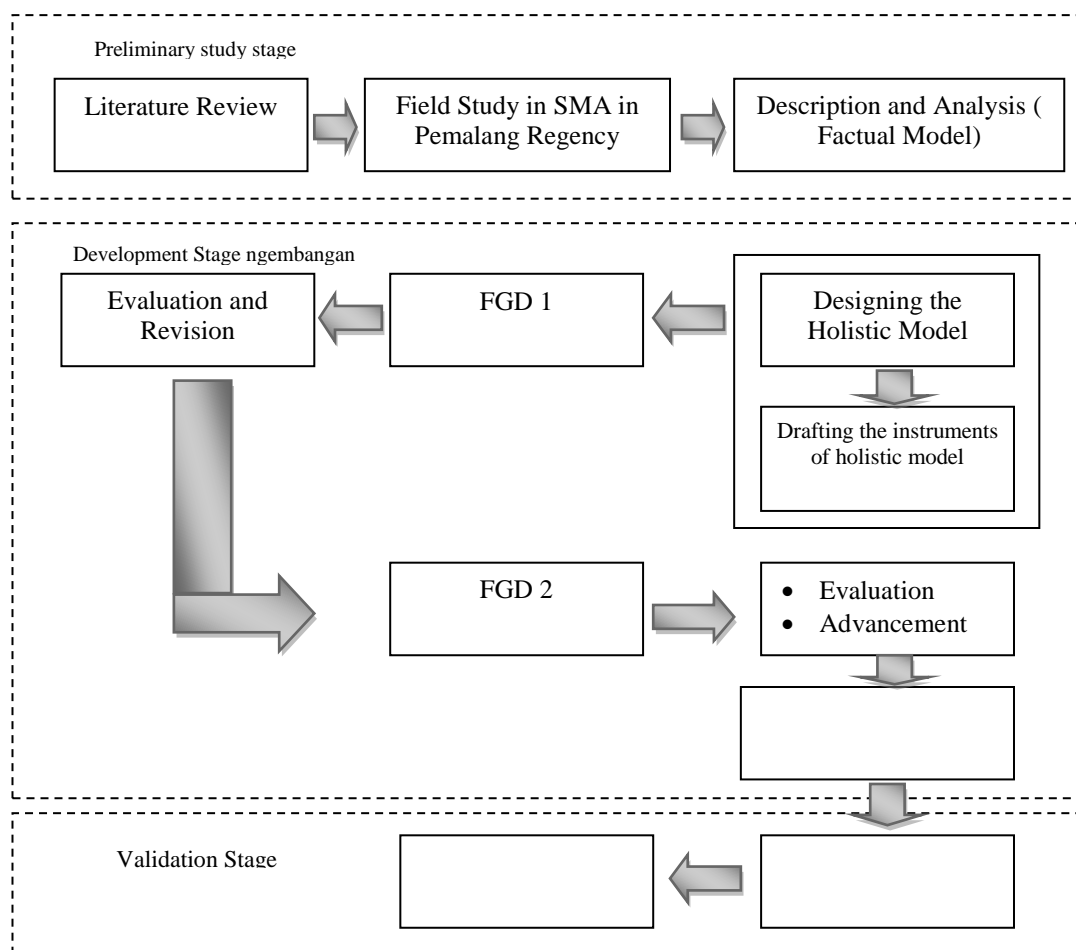

Figure 1. The procedure of holistic character education management model for high schools in Pemalang (Adapted from: "Disain Penelitian Pendidikan" Samsudi, 2009)

The survey of learning process was intended to determine the initial conditions of the competence of teachers and teachers' needs in the development of character education

management model, the activities carried out at this stage were: (1) observing the teaching and learning process, (2) distributing questionnaires for feedback and assessment of learners toward PBM (3) an interview with the principal, (4) analysis of RPP and KTSP, (5) distributing questionnaires about the development of character education management model for teachers as well as the obstacles. This data was collected using questionnaires.

The implementation of holistic model of character education management, conducted using experimental design, one group, pretest, posttest design (Borg and Gall 1983: 536) aimed at testing the effectiveness and validation of conceptual model that has been produced empirically, testing the effectiveness of the model and validation of the conceptual model that has generated empirically, testing the effectiveness of the model performed on a conceptual model so that it becomes a viable and empirical model.

RESULTS AND DISCUSSION

The implementation of character education management model

The discussion on education management model character that is now implemented in high schools in Pemalang Regency is described as follow:

The preliminary study illustrates that 6 respondents in 6 high schools in Pemalang regency clearly shows a lack of implementation on character education. This is due to the teachers in teaching who merely pay attention to the cognitive or intellectual aspects without focusing on the affective, psychomotor and spiritual aspects. As stated by Lulu Yunan Ruhendi (2004: 187), holistic learning is aimed characterized, among other things, to introduce the formation of the whole man and communities, educational materials holistic containing the unity on physical, spiritual, and intelligent education as well as the skill and the unity of personal, social, and divinity education. Holistic education process prioritizes unity of interests of students in the field of mastery of

knowledge, attitudes, behaviors and skills. Learners not only understand the lessons, but also know how to implement it based on religious values and norms. Therefore, formal education in schools must not only create an intelligent man, but also a useful and dignified human being.

Besides, the component of education units such as principal, vice principal of curriculum affairs, administrative staff, guidance and counseling staffs, and school committee is still separated in the implementation of character education. The management has not implemented the principles of good management. Therefore, the holistic management model of character education in high school is needed as an alternative to succeed the implementation of character education in schools.

The design of the development of a holistic model of character education management

SMA in Pemalang requires a holistic management model of character education to manage the implementation of character education. The holistic management model of character education is a concept model for shaping up the character of high school students thoroughly where students are nurtured intellectually, physically, spiritually, and affectively as well as involving principals, teachers, head of the administration, parents and school committees in an integrated synergy so that the implementation of character education in high school can be successful.

The evaluation results of instrument validation expert team which includes a holistic model development structures has obtained average value of 3,50 (very good), the benefits of holistic management model of character education development in high School has obtained an average value of 3.30 (very good), the role of principals toward the implementation of character education in schools has obtained an average value of 3.63 (very good), the role of vice principal for curriculum affairs in the holistic model of character education management in schools has obtained an average

value of 3.70 (very good), the role of subject teachers and BK in the implementation of character education in schools has obtained an average value of 3.52 (very good), the role of head of administration in the implementation of the character education in schools has obtained an average score of 3.23 (good), the role of parents and school committee in the implementation of character education in schools has obtained an average value of 3.50 (very good).

Based on the results of validation from expert team toward the instruments of holistic model, the result of character education management development in high schools has an average score of 3.51 (very good), which means that this model deserves to be a reference to the same type and level of schools (SMA).

The development of a final holistic model of education character management

The model that has been through improvements to the FGD-2 (Focus Group Discussion), with the expert testing, feedback and suggestions for improvement of the design, including adding one aspect, which is the component of vice principal of student in the chart because it is necessary as students join a lot of extracurricular activities at school. Also, on the implementation of holistic model columns, one column is for further enhancement of students' character after the model has improvements, the overall shape of the final holistic model of character education management in high school in Pemalang Regency.

The management model of character education which is implemented in high school in Pemalang Regency is as follows:
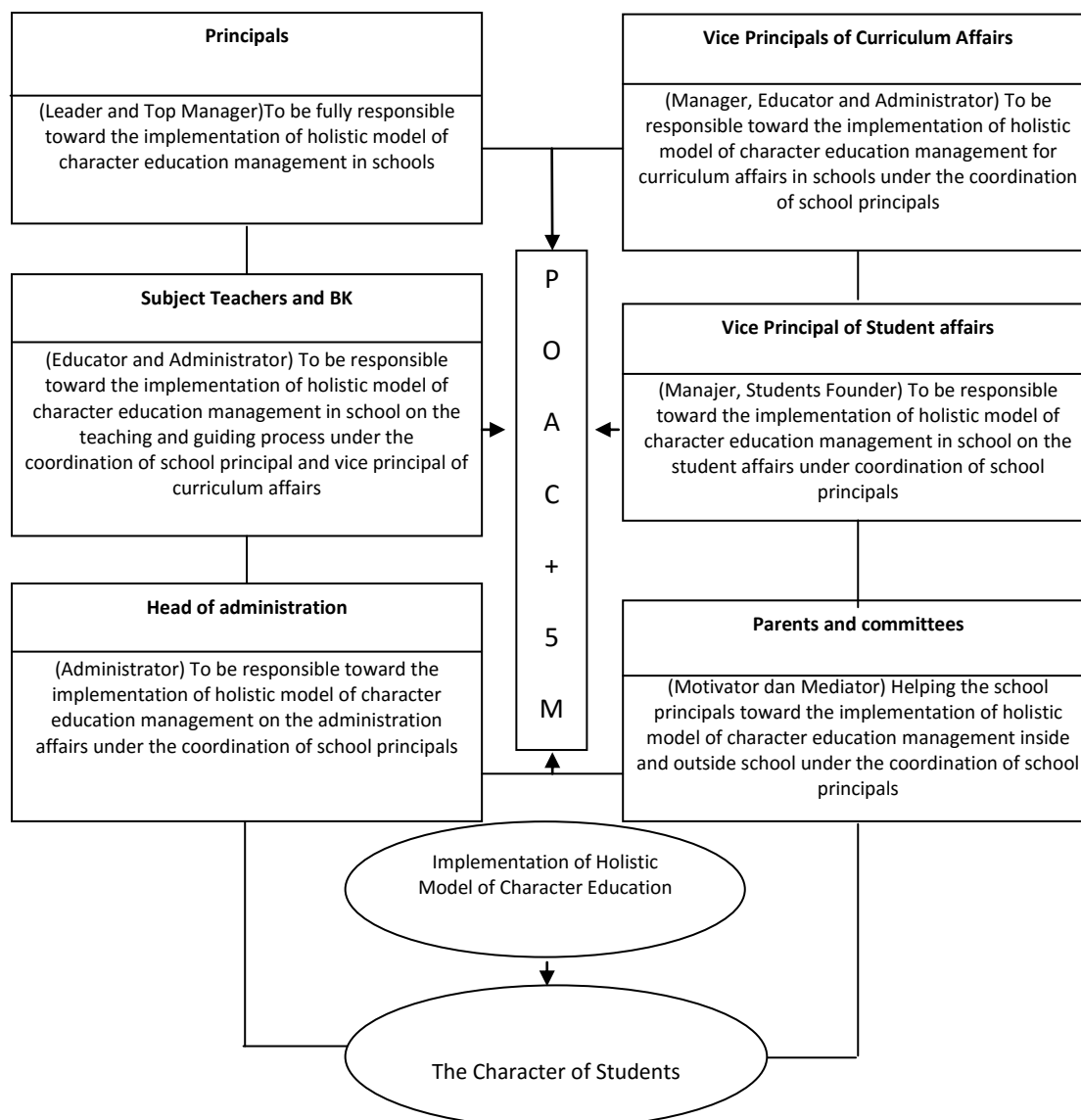
Principals

(Leader and Top Manager)To be fully responsible toward the implementation of holistic model of character education management in schools

Vice Principals of Curriculum Affairs

(Manager, Educator and Administrator) To be responsible toward the implementation of holistic model of character education management for curriculum affairs in schools under the coordination of school principals

Subject Teachers and BK

(Educator and Administrator) To be responsible toward the implementation of holistic model of character education management in school on the teaching and guiding process under the coordination of school principal and vice principal of curriculum affairs

Vice Principal of Student affairs

(Manajer, Students Founder) To be responsible toward the implementation of holistic model of character education management in school on the student affairs under coordination of school principals

Head of administration

(Administrator) To be responsible toward the implementation of holistic model of character education management on the administration affairs under the coordination of school principals

Parents and committees

(Motivator dan Mediator) Helping the school principals toward the implementation of holistic model of character education management inside and outside school under the coordination of school principals

P O A C + 5 M

Implementation of Holistic Model of Character Education

The Character of Students

Figure 2. Holistic Model of Character Education Management

Table 2. The description of Management Model of character education in Pemalang.

No	Component	Deskripsi Pengembangan Model			
		Planning	Organizing	Actuating	Controlling
1.	Principal	planning the character education in a form of annual activities	Organizing the character education along with vice principal of curriculum affairs, teachers, BK teachers, head of administration, committee	Implementing the program of character education along with vice principal of curriculum affairs, teachers, BK teachers, head of administration	Controlling/monitoring the implementation of character education in school without the vices

No	Component	Deskripsi Pengembangan Model			
		Planning	Organizing	Actuating	Controlling
				, committee	
2.	Vice Principal of Curriculum Affairs		Organizing the activities for character education along with teachers, BK teachers, head of administration ,	Implementing the program of character education along with teachers, BK teachers, head of administration ,	
3.	Vice Principal of Student Affairs		Organizing the activities for character education along with teachers, BK teachers, head of administration ,	Implementing the program of character education along with teachers, BK teachers, head of administration ,	Controlling/monitoring toward the learners on the implementation of character education in school with the coordination of teachers, BK teachers,
4.	Subject Teachers and Guidance and Counseling	kerja tahunan planning the character education in the lesson plan and annual program	Organizing the activities for character education along with teachers and school environment	Implementing the program of character education both inside and outside of school	Controlling/monitoring toward the learners on the implementation of character education both inside and outside of school
5.	Head of Administration	Helping teachers in planning the character education by preparing the administration needed	Organizing the character education by actively involving in school's daily activity	Implementing the character education to help teachers for the administration and school infrastructures	Controlling/monitoring toward the learners on the implementation of character education in school
6.	Parents and School Committee	Helping teacher program in planning the character education especially those which are	Helping teacher in organizing the character education activities	agama Implementing the character education in the learner at home by giving religion education	Controlling/monitoring the character education activities at home or outside school

No	Component	Deskripsi Pengembangan Model			
		Planning	Organizing	Actuating	Controlling
		implemented at home			

Considering the efforts explained in the above table, the characters of learner are expected to grow, for instances: (1) the character of an independent individual, (2) a commitment to independence and freedom, (3) conflict is not potential latent, but monumental and local situation, (4) the significance of Unity in Diversity, and (5) preventing social stratification from the ethnical and religious differences (Jalal and Supriya, 2001: 49-50).

Character education management model that is used in high school in Pemalang Regency is based on the management of Planning, Organizing, Actuating and Controlling as well as implementing management 5 M, namely Men, Money, Methods, Materials, and Machines. The development model of character education management is expected to better shape the character of high school students in the Pemalang Regency.

All components in the school should support and work together continuously and mutually correct in every implementation, so that the implementation will be improved from year to year. The level of crime, delinquency and violations of school rules can be minimized or even eliminated.

CONCLUSIONS

The model of character education management which is now implemented in high school in Pemalang: a. Illustrates that the implementation of character education in high school in Pemalang Regency is lacking. It is caused by teachers who just pay attention to the cognitive (intellectual), without adequate attention to the affective, psychomotor and spiritual aspects of learners; b. The components in the education units consisting the principal, vice principal of curriculum, administrative staff, counseling, and school committees in implementing the character education in schools is still partial and not integrated; c. Management in the implementation of character education in schools has not fully applied the principles of good management of education. This is proven by the results of preliminary studies on six high schools in Pemalang Regency. The average percentage of the management of the management principles is 47.6%, which is in an unfavorable category.

The design of the development of a holistic model of education characters management is needed for high schools in Pemalang Regency where students are nurtured intellectually, physically, spiritually, and affectively, as well as involving the principals vice principal of curriculum, subject teachers and guidance and counseling (BK), head of the administration, parents, and school committee in an integrated synergy.

The model of holistic final character education management at SMA Pemalang is to enhance the design of management model of character education in high school by involving the vice principal of student affair components in the chart, because it is considered important as he directly deals with students through extracurricular activities at school. In the column of implementation of holistic model, it is enhanced by adding more columns beneath it, namely the character of students.

After the completion of the final model design of character education management in high school in Pemalang Regency, (1) principals as leaders and managers, (2) vice principal of curriculum as manager of teaching and administration, (3) vice principal of student affairs as manager of student activities, (4) subject teachers and BK as teacher and educator, (5) head of administration to be responsible for the administration of the school, (6) parents and school committee as a motivator and mediator.

The principal is a very strategic role in the successful effort of implementation of character

education in schools. Unfortunately, in reality, there are many principals who have not applied the principles of education management in managing the school.

The vice principle of curriculum must be able to design the curriculum development of character education into all subjects, in collaboration with subject teachers and counseling teachers.

Subject teachers of in teaching character education must use holistic approach which helps the students to foster their intellectuality, body, behavior and heart.

The Head of Administration shall implement the excellent service including punctuality, accuracy, service, courtesy, friendliness, responsibility, simplicity and convenience in obtaining services and become role models for students.

The Department of Education and Sport in Pemalang Regency should plan the technical guidance (bintek) related to the management of the school with the principles of good management

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