

**MANAJEMENT OF CHARACTER-BASED LEARNING  
(Multi Case Study at the Junior High School (SMP): Citra Berkat,  
Negeri I Pandaan, and Panti Parama Pasuruan, Indonesia)**

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Abstrak

**Abstract:** The purpose of this study is to describe the management of character-based defenders. This research was conducted through qualitative approach with multi-case design in three Junior High Schools. The data were collected by three techniques: wawanca-ra, observation, and documentation study. Researcher as a kun-ci instrument. Data analysis is done through two stages: case analysis, and cross-case analysis. The results show that character-based learning management varies in planning, organizing, mobilizing, evaluating and monitoring, as well as efforts to improve its quality.

**Keywords:** learning management, character, Junior High School

There are several activities to foster character in the school, namely through habituation, student development, learning, and school management (Directorate of PSMP, 2015). Habituation is interpreted as a process of internalizing positive things in everyday behavior, by being taught, getting used to, being consistent, being a habit, becoming a character, and becoming a culture. Student coaching is an out-of-school educational activity aimed at assisting the development of learners, according to their needs, potential, talents, and interests through activities that are specifically organized by educators and/or education personnel who are capable and knowledgeable in the school. Character growth through learning is done during the learning process, both inside and outside the classroom. Character development through school management is the utilization and empowerment of all resources owned by the school through the process and approach in order to achieve the goal effectively and efficiently, based on and reflect the values and the noble norms, whether to God, Neighbor, nation, and environment.

Of the four activities of character education growth in the school mentioned above, the character education growth through learning needs to get the main concern. During the learning process learners gain knowledge about morals (moral knowing), deepen and perceive the importance of values (moral feeling), and grow good behavior (moral action). This is in accordance with the opinion of Lickona (2015), that there are three components in the formation of good character, namely moral knowing, moral feeling, and moral action.

Learning character values can touch on the internalization and real experience in the daily life of learners in the community, is also expected learners are able to independently improve and use knowledge, review and internalize and personalize the values of character and noble character so that embodied in behavior daily. Learning materials are developed in accordance with the norms or values in each subject. They need to be developed, explored, linked to the constants of everyday life.

Taking into account the importance of character education through learning, the researchers are interested in doing research in schools in terms of management learning. This is in accordance with the field of study (core substance) of education management including curriculum and learning, learners, personnel, facilities and infrastructure, finance, and community participation (Imron, Burhanuddin, and Maisyaroh (eds.), 2003).

In Permendikbud number 23 of 2015, it is explained that the method of implementing Character Building (Character) activities for all education segments is adjusted to the stage of development of tiered participants who start from elementary school, junior high school, vocational school and school on education Special starts from the orientation of new learners to graduation. The method of implementing the Character Building of Character Building for elementary school level is still a transitional period from the period of play in early childhood education (late kindergarten) entering the formal school situation. The method of execution is done by observing and imitating the positive behavior of the teacher and head of school as a direct example in the habit of regularity and repetition. Teachers also play a role as a companion to encourage students to learn independently as well as lead friends in group activities, namely: playing, singing, dancing, storytelling, simulation, role play in the group. The method of implementing the Character Building of Character Building for Junior High School, Senior High School/Vocational School, and Schools on Special Education Pathways is implemented with the independence of learners to regulate regularity and repetition, starting from the orientation of the new learners, the process of extracurricular activism, Intrakurikuler, up to pass.

Some research on character education has been done by researchers. The research related to the implementation of character education in the perspective of school management and classroom management is done by Suyadi (2014), Martini (2015), Sulistyowati (2015), Asnawati (2015), Subaidi (2015), Ramadhaniawan (2015) and Judge (2015). Research on the implementation of character education through learning is done by Kusmiadi (2013), Nawaji (2015), Merdekawati (2015) and Yulianti (2016). Viewed from the level of education, the research was conducted in Kindergarten (TK) and Early Childhood Education (PAUD) by Martini (2015), elementary school (SD) or equivalent by Unal and Unal (2012), Suyadi (2014) Sulistyowati (2015), Ramadhaniawan (2015), Martini (2015), Asnawati (2015), Subaidi (2015), Nawaji (2015), Merdekawati (2015) and

Yulianti (2016), Junior High School or equivalent by Kusmiadi (2013), and Senior High School (SMA) or equivalent by Hakim (2015).

The difference of this study with previous research is that this research is focused on character education education through learning, and (2) done at junior high school level. The reason for choosing character growth through learning because it has not been much studied and in learning process learners gain knowledge about moral (moral knowing), deepen and perceive the importance of values (moral feeling), and grow good behavior (moral action). As for the selection of junior high school because of the development of the students, the junior high school is a very important period for character education. Psychologically, junior age is about 12-15 years old. The growth period is marked by a period of identity crisis. Erikson (in Gunarsa, 2011) mentions adolescence as a period of polarity between identity and role blurriness. In adolescence the question arises "who am I?" And "what will I become?". Adolescence in education in Indonesia including junior high school or equivalent. In other words, more character education is needed during the junior high. Therefore, it is necessary to conduct an in-depth study on the implementation of character education in junior high.

Based on the preliminary study, three junior high schools have been selected based on character, namely SMP Citra Berkat, SMP Negeri 1 Pandaan, and SMP Catholic Pandaan. In addition, research in three selected SMPs can be found theories about the implementation of character growth through learning based on the uniqueness of each school.

## Research Method

In general, the purpose of this study is to describe and find propositions of character-based learning management in schools. These objectives are broken down into four specific objectives: (1) to describe and find propositions for character-based learning planning at SMP Citra Berkat, SMP Negeri 1 Pandaan and SMPK Panti Parama in Pandaan; (2) to describe and find propositions for organizing learning-based The character of SMP Citra Berkat, SMP Negeri 1 Pandaan, and SMPK Panti Parama in Pandaan, (3) to describe and find the proposition of the movement of character-based learning at SMP Citra Berkat, SMP Negeri 1 Pandaan and SMPK Panti Parama in Pandaan, (4) And found the proposition of evaluation and supervision Character-based learning at SMP Citra Berkat, SMP Negeri 1 Pandaan, and SMPK Panti Parama in Pandaan, and (5) to describe and find propositions to improve the success of character-based learning management at SMP Citra Berkat, SMP Negeri 1 Pandaan , And SMPK Panti Parama in Pandaan.

Research is done through qualitative approach with multi-case method. The reasons underlying the investigators used the multi-case study design because these three cases have different characteristics. Comparison of these characteristics can be summarized in Table 1.

Table 1 Comparison of the Characteristics of the Search Settings

No	Setting/ Category	Name of Junior High School		
		Citra Berkat	State 1	Panti Parama
1	Status	Private	State	Private
2.	Induk	Foundation	Education Board	Foundation
4.	Acreditation	A	A	A
5	Social Environment	Housing	Community	Church
6	Parent's work	Businessman, Government Officer	Farmers, Businessman, Governmen Officer, Soldier	Teacher, Businessman

Data collection was done with three techniques: interview, observation, and documentation study. Researcher as the key instrument. The presence of researchers at the study sites are SMP Citra Berkat, SMP Negeri 1 Pandaan, and Catholic Junior High School Panti Parama Pasuruan. Done openly. That is, the informant knows the presence and purpose of the researcher. Sources of data in this study are (1) informants, (2) events or activities, (3) place or location, (4) objects, images, and (5) records, documents and archives.

Data analysis was conducted through two stages: (1) individual case analysis, and (2) cross-case analysis analysis in the opinion of Yin (1984). The procedure refers to Bogdan and Biklen (1982), that data analysis is an activity undertaken at the time of data collection and after all data is collected by tracing, organizing, sorting, synthesizing and examining to search for patterns, interpreted and presented the phenomenon meaning. The data analysis process follows Miles and Huberman (1992) that data analysis consists of three simultaneous activity paths: data reduction, data presentation, conclusion / verification.

Data analysis steps undertaken together with data collection follow the guidelines Bogdan and Biklen (1982) that have been practiced in Mantja's (1989) research which includes: (1) limiting the scope of the study, (2) making decisions on the type of study, ( 3) develop analytical questions, (4) plan data collection stages with due attention to previous observations, (5) write observer comments on emerging ideas. (6) write memos for themselves on the subject matter, and (7) explore relevant literature sources. To ensure the validity of data follow Moleong's opinion (2006), that is done by increasing the degree of trust (credibility), transferability, dependability, and confirmability.

## Result of the Research

The results of the study found that first character-based learning is planned to refer to the vision and mission of each school. Values developed as indicators of educational attainment of character depend on institutional identity. The value of character developed by the institution based on the vision of the mission of the institution and referring to the Ministry of Education and Culture of the Republic of Indonesia. The learning plan consists of the introduction, the core activities, and the cover of each activity aimed at fostering the character's values in the learner. Based on the above findings it can be summarized as Table 2.

Table 2. Comparison of Character Values in Learning Planning

Category	SMP Citra Berkas	SMP Negeri 1 Pandaan	SMP Katolik Panti Parama
Character Value	Integrity, self-reliance, respect, enthusiasm. Curiosity, creativity, self-development, responsibility, initiative, tolerance, awareness, assertiveness, persuasive, social, collaboration, toughness, self-support, problem solving, self-management, intrapersonal, research, ICT, leadership, planning Entrepreneurial, entrepreneurial entrepreneurship, and entrepreneurial evaluation.	Management of healthy schools, prevent the occurrence of pollution, prevent the occurrence of environmental damage, and environmental attractiveness	Behave according to the norm of life, include obedience of worship, respect, honest, orderly, clean, and neat
Additional Character Value	Value of character with God, value of character by self, character value with sesa, character value with environment	Value of character with God, character value with self, character value with fellow, character value with environment	Value of character with God, character value with self, character value with fellow, character value with environment
Lesson Plan	<i>Lasson plan, Nine square</i>	Introduction, core, conclusion	Introduction, core, conclusion
Teaching Learning Method	<i>Project of Entrepreneur, Presentasi</i>	Field observation	Presentation
Main of Learning Process	Target <i>Project Entrepreneur</i> in <i>Term</i>	Exploration, elaboration, confirmation (EEK) and (observing, asking, associating, confirming, communicating (5M)	Exploration, elaboration, confirmation (EEK) and (observing, asking, associating, confirming, communicating (5M)

Second, the organization of character-based learning activities includes the assignment of duties, personnel and time to do management tasks, teaching tasks, and extracurricular tasks. The main considerations in the division of teacher duties are diplomas and competencies, skills, dedication and loyalty, skills, understanding, and authority, and exemplary. The above descriptions can be compared from several categories such as in Table 3.

Table 3 Comparison of Values of Character in the Organizing of Learning

Category	SMP Citra Berkat	SMP Negeri 1 Pandaan	SMP Katolik Pant Parama
Assignment	Homework, habituation, certificate	Homework, habituation, certificate	Homework, habituation, certificate
Consideration	Dedication, loyalty, and participation	Dedication, loyalty, and participation	Dedication, loyalty, and participation, public figure
Motivator	Penghargaan	Keteladanan dan penghargaan	Keteladanan
Assignment as School Principal from:	Foundation	Head of District	Foundation
Assignment of Personnel from:	School Principal	School Principal	School Principal

Third, character-based learning steps are substantially consistent with the lesson prepared by the teacher in accordance with the applicable curriculum and the institution's vision and mission. There are differences in the selection of values invested through learning and learning strategies. Differences are caused by the value of priority character of institutions such as entrepreneurs, adiwiyata, and commendable behavior. Embedded as written in the planning (RPP). Differences in institutional character values have an impact on different defense strategies. Character-based learning patterns are conducted through subjects covering preliminary steps, core activities, and closing. The above findings can be made in comparisons such as Table 4.

Table 4 Comparison of Movement of Character Based Cross-Case Learning

Category	SMP Citra Berkat	SMP Negeri 1 Pandaan	SMP Katolik Pant Parama
Value of character	Entrepreneur	Adiwiyata	Religion
Learning Method	Entrepreneur, presentation	Observation, presentation	Discussion, homework, presentattion
Learning step	Introduction, main, conclusion	Introduction, main, conclusion	Introduction, main, conclusion
Caracter value in introduction	Religious, disciplinary, respectful, communicative, curiosity and reading	Religious, disciplinary, respectful, communicative, curiosity and reading	Religious, disciplinary, respectful, communicative, curiosity and reading
Cartacter value in the main learning	Honest, disciplined, responsible, cooperative, confident, entrepreneurial, logical,	Honest, disciplined, responsible, cooperative, confident, entrepreneurial, logical,	Honest, disciplined, responsible, cooperative, confident, entrepreneurial, logical,

	critical, creative and innovative, independent, curiosity, love science, respectful opinion	critical, creative and innovative, independent, curiosity, love science, respectful opinion	critical, creative and innovative, independent, curiosity, love science, respectful opinion
Character value in the conclusion	Open, logical thinking, confident, open, respectful of opinion, love of science	Open, logical thinking, confident, open, respectful of opinion, love of science	Open, logical thinking, confident, open, respectful of opinion, love of science

Fourth, evaluation activities are conducted to measure the achievement of learners in the competence and character. Character assessment is done during the learning process and learning outcomes. Assessment techniques used to determine the character development include observation, performance appraisal checklist, assessment antarteman, and self-assessment. Based on the above findings can be made a summary such as Table 5.

Table 5 Comparative Evaluation and Supervision of Cross-Based Character Learning

Category	SMP Citra Berkas	SMP Negeri 1 Pandaan	SMP Katolik Panti Parama
Evaluation domain	Academic achievement and character	Academic achievement and character	Academic achievement and character
Type of character observation	Class observation, <i>checklist</i>	Class observation, <i>checklist</i>	Observation, <i>checklist</i>
Timing	Three months	Daily	Weekly
Score	A (Very good), B (good), C (enough), D (poor), E (very poor).	A (Very good), B (good), C (enough), D (poor), E (very poor).	A (Very good), B (good), C (enough), D (poor), E (very poor).
Purpose	Culture	Culture	Habituation

Fifth, the efforts made by the institution to improve the character-based learning achievement is to hold parenting educative, parent seminar, make environment conservation policy. The cooperation between the target schools, institutions or agencies, both governmental and private, with the business world willing with the government, the provision of environmentally friendly facilities and infrastructure, and provide understanding to parents of learners about the vision, mission and objectives of the institution. The above description can be summarized in Table 6.

Table 3.6 Comparison of Efforts to Improve the Success of Cross-Based Learning Character Cases

Category	SMP Citra Berkas	SMP Negeri 1 Pandaan	SMP Katolik Panti Parama
Supporting factor	Commitment and togetherness	Commitment, togetherness and budgetting	Commitment, togetherness, budgetting
Inhibitor factor	Differences in interpersonal	Learners who come from families who have	arents of non-Catholic learners are worried that

	understanding of schools about the implementation of character-based learning	a variety of habits of life	their child should convert
Problem solving	Workshop parenting and seminar	School policy	Discussion

## Discussion

Character-based learning management consists of the functions of planning, organizing, implementation (mobilization), and evaluation in learning on all subjects. In the Guidance of Implementation Movement of Character Building in Junior High School (Kemdikbud, 2015), described the steps of learning melaksanakan un-tuk cultivate character (character), including the identification of the values of attitudes of character that will be grown, Understand the principles of learning that will be applied, develop learning plans, implement learning, conduct assessment (monitoring growth) of learners. To improve the success of learning the unit of education seeks to find a breakthrough in accordance with the situation, conditions, and resources it has.

### Planning of Character-Based Learning

Character-based learning is planned to refer to the vision and mission of each school. Values developed as indicators of educational attainment of character depend on institutional identity. The value of character developed by the institution based on the vision of the mission of the institution and referring to the policy of the Ministry of Education and Culture of Indonesia.

The values of the characters included in the preparation of learning are 4 groups, namely (1) the value of the character with the god, such as the religious value, (2) the value of the character with self, such as honest, responsibility, healthy lifestyle, Discipline, cooperation, self-confidence, entrepreneurial spirit, logical thinking, critical, creative and innovative, independent, curiosity, love of science, (3) the value of character with sesamama, as aware of the rights and responsibility self and others, obey the rules of social, respect the work and achievements of others, polite, democratic, and (4) the value of character with the environment, such as social and environmental care.

The above findings are in accordance with the Character Development Charter (Kemdiknas, 2010, Kemdikbud, 2015) that identification of character items is based on Graduate Competency Standards (SKL), and Competency Standards (SK) or Core Competencies (KI) and Basic Competencies (KD ) Of each subject. There are many values that can be developed in the learner. To inculcate all the points of value is a very heavy task. Therefore, it is necessary to choose certain values as the main values for which the planting is prioritized.

Among the points of value, six items are selected as the basic values as the starting point of development, namely: (1) religiosity, (2) honesty, (3) intelligence, (4) resilience, (5) democratization, And (6) concern. The six points of value are implanted through all subjects with more planting intensity than other values.

Teacher planning is done by the teacher with consideration, (1) school program, (2) reasonableness of mental development of learners, (3) environment that support the learning of character, (4) learning tool of each subject, (5) teacher support, (7) school building activities, (8) extracurricular activities, and (9) evaluation tools.

The findings of this study are in line with Son (2014) examining character-based curriculum management in educational units that character-based curriculum planning in schools includes: (a) involvement of all teachers, (b) involving the head of a foundation's foundation, (c) engaging educational specialists (D) planning that prioritizes experience and concept learning, (e) using legislation that is indicated by the state as the basis of planning, and (f) schools pay attention to conditions and capabilities foundation.

### **Organizing of Character-Based Learning**

Organizing character-based learning activities includes the identification of tasks, personnel and time to do management tasks, study assignments, and extracurricular assignments.

The findings of this research indicate that the assignment procedure begins with the compound of teachers' councils and school personnel, the results are proposed to the relevant officials to be established in a decree (SK). The main considerations in the division of teacher duties are diplomas and competencies, skills, dedication and loyalty, skills, understanding, and authority, and exemplary. The deployment of personnel in three cases is done by prioritizing teachers with loyalty and dedication. School leaders strive to always motivate teachers to implement character-based learning that has a diversity of backgrounds and qualifications of teachers with how to model and reward achievements or achieve targets.

This finding supports the findings of the Son (2014) that the organization of the character-based curriculum is the duty and responsibility of the foundation and principal, which subsequently (1) the organizational structure of the school, (2) the coordination relationship between school and church The school is domiciled, (3) the organizing of the subjects in the school is structured by integrating the knowledge, understanding, skills, value, attitude, (Interest), (4) learning is delivered through internalization of values and ethics that become early in the process of establishing *berka-rakter* in school, and (5) organizing self-development for learners.

### **Actuating of Character-Based Learning**

Character-based learning steps are basically consistent with the lesson prepared by the teacher in accordance with the applicable curriculum and the institution's vision and mission. There are differences in the selection of values invested through learning and learning strategies. Differences are caused by the value of priority character traits such as entrepreneurs, adiwiyata, and praiseworthy behaviors implanted as written in planning (RPP). Differences in the value of the character of the kelem-baan affect the different learning strategies. Character-based learning patterns through subjects include preliminary steps, core activities, and cover.

These findings are in line with the findings of Putra (2014) that the implementation of a character-based curriculum at the school includes (a) the principal as a leader and manager in the curriculum implementation in each school, (b) the head of the foundation's foundation as a support leader in supporting the entire (D) learners as a target point in the implementation of character education in schools, (e) the school instills the values of charity as a distinctness in Christian education, ((c) the teacher as the center person in the implementation of the curriculum in the classroom; F) regular coaching of faith for teachers and learners at school, and (g) students' behavioral values have an effect on classroom increase.

In the implementation of learning consists of preliminary, core, and closing activities, selected and implemented so that learners practice the values of the characters being developed. The principles of Contextual Teaching and Learning are recommended to be applied to learning. Basically contextual learning is a learning concept that helps teachers in relating subject matter with real-life learners, and motivates learners to make connections between the knowledge they are studying and their lives. Contextual learning applies a number of learning principles, namely constructivism, inquiring, inquiry, learning societies, modeling, reflection, and authentic assessment. These principles are singly described below (Kemdiknas, 2010, Kemdikbud 2015).

According Kemdikbud (2015) there are some things to note in terms of more intensive character growth at the closing stages of learning. In the case of inference activities other than the knowledge aspect, learners need to be facilitated to make a conclusion of the moral lessons learned from knowledge and skills in the learning process. Feedback concerns the product and the learning process. The work of learners from learning activities is aimed at developing self-esteem and mutual respect. The follow-up activity can be the development of knowledge and kepri-rian aspects. At the end of the study get used to pray.

## Evaluation and Controlling of Character-Based Learning

Evaluation activities are carried out to measure the achievement of learners in competence and character. Characterizing is done during the learning process and learning outcomes. Assessment techniques used to determine the character development include observation, performance appraisal checklist, assessment antarteman, and self-assessment. Assessment techniques on the value of institutional character are carried out in different ways, such as project presentations, environmental awareness observations (adiwi  $\rightarrow$  yata), presentation of results of discussion, and reflection. Character values are expressed qualitatively. The results of a character education-based learning assessment in the form of letters A (Very Good), B (Good), C (Simply), D (Less), E (Very Less).

Associated with the monitoring (monitoring) and evaluation of character study both Curriculum 2006 and Curriculum 2013 is recommended with the authentic assessment. According to Kemdikbud (2015), there are a number of assessment techniques that can be used to assess and follow the growth of learners, ie observation / journal, self-assessment, and antarte-man assessment. Assessment of character learning should be done by the teacher's eye lessons, teachers BK, and homeroom.

Observation of learners' behavior that occurs naturally by subject teachers, BK teachers, and homeroom teachers. The instrument is a spreadsheet, and the results are written in the journal. Records are organized according to the timing of events. If there is a bad student behavior guided and monitored per-kembangannya to show good behavior.

Self-assessment is done by the learners concerned by identifying the advantages and disadvantages. This data serves to confirm the rest of the data and its honesty judgment. The results of this assessment can be used by teachers to follow up with facilitation so that learners behaviors show the expected character.

Intergenerational assessment is a technique of assessment that learners do against the behavior of other learners. Assessment between friends is used as data confirmation, honesty, tolerance, and mutual respect. The results can be used by teachers to facilitate learners to behave as expected.

In relation to the form of value, the findings of this study are qualitatively stated, but not in the following categories: (1) BT (Not yet seen), if learners have not shown the initial signs of behavior / character expressed in the indicator, (2) MT (Start Visible ), When learners have begun to show early signs of behavior / character indicated in the indicator but not yet consistent, (3) MB (Start Developing), what if learners have shown various signs of behavior / characters expressed in Indicators and begins to be consistent, and (4) MK (Culture), if learners continue to show the behavior / character that is stated in the indicator consistently.

This study differs from the findings of the Son (2014), that the control of the school's character-based curriculum, including (a) a large role of control is on the principal who also serves as manager and leader, (b) the control role of the head of the foundation foundation At the level of financial and internal use of the congregation of the monks or nuns in charge of the foundation, (c) the control role of the Dinas Pendidikan at the time of ratification of the curriculum documents prepared by the school, and (d) the existence of a school link book with the parents of learners .

When compared with Sulistyowati's (2015) study on the management of internal quality assurance in character education at the Integrated Islamic School of Virtue, this finding is less profound. Sulistyowati (2015) found (1) the foundation of the implementation of internal quality assurance system in character education, that guarantee of quality is the implementation of school vision and mission, (2) the stipulation of quality standard in character education implemented before the new school year by using meeting mechanism (3) implementation of quality standards in character education using teacher quality and teacher quality standard quality achievement programs and quality standards of learners, whose implementation uses PDCA cycle approach; (4) evaluation of quality standards in character education, A) evaluation of quality standards of learners through meetings per level with data based on daily evaluation, punctuation, and semester by self-report method, observation and performance with instruments used are check list, observation sheet and rating scale in the form of report cards, (b ) Standar evaluation of the quality of teachers and school administrative staff conducted daily, bul Anan and annually through self-reporting method and observation with the instrument used are observation and check list in the form of teacher rapot (teacher performance appraisal), (c) evacuation of standard procedure

### **Effort to Improve Management Character-Based Learning**

The findings of this study indicate that efforts to improve the effectiveness of character-based learning are implemented by involving all schoolchildren in accordance with their roles and tasks to realize the value of institutional character. Supporting factors in the implementation of karakter-based learning include the commitment of school residents to implement character education, the environment and adequate school infrastructure, the existence of government policies, interesting extracurricular activities, and the costs provided. Obstacles to carry out character-based defenders are different understanding between school personnel about the implementation of character education-based learning. How to overcome obstacles in character-based learning in schools that diapapgap necessary, among others, always held a two-year educational parenting, and held parent seminars, the condition of learners who come from families who have various habits of life, and kekahawa iran Parents of learners over the conversion of religious beliefs.

The findings of this study are in line with the findings of Putra (2014), that the supporting factors and obstacles to the implementation of character-based curriculum in schools include (1) supporting factors: (a) the support of foundations, (b) the involvement and co- Either from the principal to all teachers, (c) good relationship from the principal to the local Education Office, and (d) good cooperation with the donors through the local church or some school alumni, (2) inhibiting factors, ie : (A) the slow response of the teacher's books to the parents of the learners, b) still not well-documented by the school alumni, and (c) the school committee is not functioning maximally because it has entrusted fully to the school.

The efforts made by the institution to improve the character-based learning achievement are to hold parenting educative, parent seminar, make environmental conservation policy. The cooperation between the target schools, institutions or agencies, both governmental and private, with the business world willing with the government, the provision of environmentally friendly facilities and infrastructure, and giving understanding to the parents of learners about the vision, mission and objectives of the institution.

In general, these findings strengthen research Martini (2015) examines character education through early childhood education (PAUD). The result of the research explains that: (1) the implementation of the education of contractors through PAUD includes planning, implementation and evaluation / evaluation, (2) comparison of character education implementation seen in three areas: implementation, material). The implementation of character education through fixed / routine activities and non-permanent / varied activities, especially on the execution time and effective learning days, (b) educational materials are equally programmed for one year in the form of themes integrated with Character, (c) character education method using the method of playing, storytelling, conversation and question and answer, demonstration, experiment, civility, habituation and discipline, except sociodrama / role playing method, (3) effectiveness of character education can be seen From the attitudes of learners like to say hello and shake hands, want to queue, willing to share, hear other people talk quietly, speak polite / good, want Participate in activities according to the rules such as praying and praying.

Along with that, Yulianti (2016) conducts more specific research on the value of character, which is the implementation of character education in the learning of elementary school students in the curriculum 2013. Pelaksa naannya using curriculum 2013 which can be monitored through the implementation pemebbe pemebbe  $\rightarrow$  the lessons formulated by the teacher. Implementation of learning has been in accordance with a plan that can train students 'cooperative character in learning and includes a scientific approach as a lecture of learners' activities, including observing, asking, trying, reasoning and communicating. Evaluation conducted by the teacher can also train the

character of cooperation between students and honesty through self-assessment and peer assessment. In addition, teachers also conduct assessment through observation techniques. Furthermore, the results of the three assessments are compared to obtain the final character of the learners' cooperation in the learning process.

The findings are also in line with the research, Mariyono (2015, researching character education policy in Junior High School and Islamic Junior High School (MTs), the result is as follows: Character education planning activities in MTs N Pacitan and SMPN 1 Pacitan based on vision, The mission and the purpose of the school, to educate teachers, learners and school committees, and then to become the principal's program or decision Teachers and school committees are empowered in the preparation of character education The method of educational policy formulation through accumulation, Articulation, and accommodation The socialization of character education is conducted by principals and teachers to the school community through ceremonial ceremonies, teaching and learning process, extracurricular activities, guidance and counseling by counselors and trainers, committee meetings, and meetings with parents of learners. In addition, socialization is also done through slogans, and institutional rules in strategic places. Strategy character of educational policy implementation needs to be implemented logically and systematically through character education approach applied both ways, that is integration in each subject. Application of character values, starting with the priority of core values. The method used to internalize character values using the semicomprehensive approach is: (1) by an integrated subject, and (2) the program's extracurricular. First, integrated subjects in MTsN Pacitan are conducted on all subjects, both based on religion, and general subjects. This is evidenced by the preparation of the lesson plan (RPP) which contains the expected characteristic component for each instructional design approved by the principal before it is applied. Observations at SMPN 1 Pacitan, preparatory lesson plans should address the components of "attitude" chosen to be applied in every teaching and learning process in all fields of study. Second, the internalization activity of intracurricular activity in MTsN Pacitan is through the habituation of memorizing short Qur'anic letters at 07:00 every morning, praying in congregation, and memorizing asmaul husna every 15 minutes before hours night. In extracurricular activities, character education is conducted through several activities based on intellectual development and skills, arts, sports, including: (1) reading guidance of the Qur'an, (2) Murottal (Reading Al-Qur'an In art), (3) Muhadloroh (Islamic dance), (4) art, (5) sports, (6) Youth Red Youth, (7) scouts, and (8) computer programs.

## Conclusion

Character-based learning management varies in planning, organizing, mobilizing, evaluating and monitoring, as well as efforts to improve its quality. Based on the findings of this study, it is suggested that (1) the Ministry of Education and Culture and the Education Office of Pasuruan Regency should support the policy development of the value of the character of education unit as long as the expansion of the standard values set by the Ministry of Education and Culture, (2) the Education Unit Manager should train the (3) Teachers exchange information and experiences through MGMP of similar subjects to develop character-based learning; (4) education management experts to develop the findings of this research on other sites or cases or Re-examined, so as to find theories of character education management in schools more appropriate, and (5) researchers are asked to conduct research on other focus, such as character education through student activities, school management, or extracurricular activities.

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