Management of Character Education through Habituation at Muhammadiyah Darul Arqom Karanganyar High School in 2021

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Abstract
This study aims to determine the management of character education through habituation at Muhammadiyah Darul Arqom Karanganyar High School in 2021. This research is a qualitative research. The research was conducted at Muhammadiyah Darul Arqom Karanganyar High School from June to December 2021. This study used primary data and secondary data. The source of this research data was obtained through three sources, namely the principal, teachers, and students. Data collection techniques in this study used interviews, observations and documentation. Data validity using triangulation and data analysis techniques using interactive. The results showed the form of the habituation program planned by Muhammadiyah Darul Arqom Karanganyar High School in supporting character education, namely through the habituation method in accordance with the vision and mission of the school so that the Realization of the Islamic Generation Berakhlakul Karimah and Intellectuals. In addition, in the preparation of planning this method of habituation, the principal and the curriculum do not run alone. All school parties, including students, teachers, administrative staff and the existence of a school quality assurance team that participates in the process of making habituation methods so that they run or are used in schools. Then the principal endorsed what had been decided at the time of the meeting on the formation of the habituation method. The implementation of the habituation program in supporting character education at Muhammadiyah Darul Arqom Karanganyar High School is by carrying out disciplinary activities carried out by students by entering school before 07.00. doing 5 S's both inside the school environment and outside the school, tadarus, the implementation of infaq which is carried out in each class by collecting sincere money which is carried out every Friday, congregational dhuhur prayers, extracurricular activities and carrying out annual habituation, namely such as ramdhan activities. Form of evaluation of character education through habituation at Muhammadiyah Darul Arqom Karanganyar High School The evaluation of the implementation of character education through habituation is carried out by the principal, school committee and teachers using data on activity reports, activity schedules, as well as by looking at the accountability of the implementing officers, as well as the accountability of financial use in financing activities. The results of the evaluation of the implementation of the character education program through habituation at Muhammadiyah Darul Arqom Karanganyar High School for the 2020/2021 school year have been broadly achieved and can run optimally.
Keywords: Management, Character, Habituation

INTRODUCTION

In social life, society has heterogeneous traits, the traits of a person are also often termed character. Character has consequences on perception, attitude and behavior, so a good character has a positive tendency to a person's perspective, attitude or behavior. The meaning of character can be translated in the form of a person's personality, disposition, morals, morals, or ethics. Education around the world recognizes that the implementation of education does not only aim to educate humans from the aspect of knowledge or intellectuals but also helps to realize humans with good personalities. It becomes very important, that character education is applied from the moment the child is in kindergarten. Thus the results of education must be able to achieve a quality balance between abilty (thinking ability) and personality / personality,

which means that education not only makes individual learners smarter but must also transfer character values. Character education will increasingly provide meaning for learners to realize good quality human beings academically and character maturity.

Character education is now very important to be carried out, due to the increasing prevalence of moral decadence in every walk of life. Drugs, pornography, fights among teenagers, SARA issues that trigger conflicts, human rights violations, corruption among officials, mark that the implementation of character education in Indonesia is still unsuccessful (Atika, 2017). Education that is increasingly advanced in the era of globalization will not achieve optimal results if it only relies on academic quality, but in students must grow character maturity. To make this happen, it is necessary to internalize character values by including character values in each teaching material. As a result of internalizing these character values, children will get changes in attitudes and better behaviors such as obedience, honesty, independence, and a sense of responsibility (Hermino, 2016).

Education and culture, both of which are inseparable, education is an attempt to change cultural values to achieve the progress of the individual and society. The implementation of culture-based character education can build a student's personality or character. Culture-based character education not only prioritizes the development of IQ, but also emotional and spiritual intelligence (Murtako, 2015). In Indonesia, character education at the Junior High School (SMP) education level can be implemented through learning activities in the classroom, culture, habituation activities, or through extracurricular activities while the targets of implementation are students, teachers and education staff (Samani and Hariyanto, 2012: 19). Schools need to pay attention to the importance of character values instilled in children from an early age, character values that are considered important or become development priorities need to be implemented on an ongoing basis so as to realize the achievement of character education goals for every graduate (Kesuma, Priatna and Permana, 2011: 14).

Character education can be implemented through habituation to activities in schools, one of which is habits based on Islamic values. The implementation of these habituation activities aims to make children have noble character (akhlak karimah) such as loving God, showing a sincere attitude, honesty, self-confidence, forgiveness, saying good things, tolerant, and caring for the environment and maintaining cleanliness in the school environment (Lisnawati, 2016). The implementation of character education can be developed through habits that occur in the school environment and school climate which include three factors: students' attitudes, feelings, and behaviors. The environment reflects positive and negative feelings regarding students' attitudes and perceptions towards their school. An increasingly conducive school climate will affect attitudes and behaviors within the student's own person; with parents as well as student relationships with school residents (friends, teachers, administrators, and staff) (Sivo et al., 2017).

Research conducted by Lee (2009) on "The planning, implementation and evaluation of a character-based school culture project in Taiwan" states that the CBSC (Character-Based School-Culture) program is an application of character-based school culture in Taiwan that integrates the principles of justice, discipline and development and is influenced by several models of American character education. The success of CBSC program management is taken through three stages, namely planning, implementation, and evaluation. Research conducted by Maryono (2015) on The Implementation of Character Education Policy at Junior High Schools and Islamic Junior High Schools in Pacitan" stated, the stages of implementing character education policies in Junior High Schools (SMP) and Islamic Junior High Schools (MTs) in Pacitan, East Java Indonesia start from planning character education, socializing character education, implementing character education values, monitoring and evaluation.

Muhammadiyah Darul Arqom Karanganyar High School is one of the private high schools in Karanganyar that continues to strive to improve the quality of education supported by the vision of realizing the Islamic Generation Berakhlakul Karimah and Intellectuals. The challenges facing schools today, how schools are able to produce graduates who are intellectually intelligent and have character. Character education is a process that can be an alternative to education in developing the character values of students. Character education by instilling good habits in student life It is very important to implement it early. The success of character education has consequences for commendable attitudes and behaviors, so that good ethics and morals can grow in students. Thus, character education through habituation at Muhammadiyah Darul Arqom Karanganyar High School needs to be managed properly, good management will support the achievement of the school's goals and vision so that the maturity of students' character can grow and develop.

RESEARCH METHODS

This research is a qualitative research Research design using phenomenological design or design. The research was conducted at the Muhammadiyah Darul Arqom Karanganyar High School which was addressed at Tegalsari RT 05 RW VI, Bejen, Karanganyar from June to December 2021. This study used primary data and secondary data. The source of this research data was obtained through three sources, namely the principal, teachers, and students. Data collection techniques in this study used interviews, observations and documentation. Data validity using triangulation and data analysis techniques using interactive

RESULTS OF RESEARCH AND DISCUSSION
Character Education Planning Through Habituation at Muhammadiyah Darul Arqom Karanganyar High School

Character education is an effort to educate children so that they can make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment (Mohammad, 2010). Another definition that character education is a process of transforming life values to be developed in a person's personality so that it becomes one in that person's life behavior (Winton, 2008). Planning is the initial activity of a series of activities that exist in the education management process, including character education management. The management of character education through habituation at Muhammadiyah Darul Aqram High School is in accordance with the vision and mission of the school so that the Realization of the Islamic Generation Berakhlakul Karimah and Intellectuals. In addition, in the preparation of planning this method of habituation, the principal and the curriculum do not run alone. All school parties, including students, teachers, administrative staff and the existence of a school quality assurance team that participates in the process of making habituation methods so that they run or are used in schools. Then the principal endorsed what had been decided at the time of the meeting on the formation of the habituation method.

The results of this study are in accordance with the theory proposed by Allen in Hasibuan (2009: 92) planning is a fundamental function of management because planning precedes other management functions. Any program that will take place, requires careful planning. Character education is no exception. The planning process for character education at Muhammadiyah Darul Aqram High School begins with the determination of goals carried out in collaboration with school residents. According to Lickona quoted by Zuchdi (2011) Character education contains three main elements, namely knowing the good, loving the good and doing the good.

The results of this study are in line with the research conducted by Narvaez et al. (2004) about "Minnesota's Community Voices and Character Education Project" states that the development of a character-based curriculum is essential that can improve students' ethical

skills and behaviors. One strategy to achieve this goal is through The Minnesota Community Voices and Character Education Project (CVCE), a collaborative project between researchers and teachers that provides a systematic and holistic view of character as a set of skills. The CVCE implementation process provides a framework that includes the development of all the skills needed to perform ethical behavior such as peaceful conflict resolution skills or socio-emotional skills.

Implementation of Character Education through Habituation at Muhammadiyah Darul Arqom Karanganyar High School

Based on the results of research on the Implementation of the Habituation Program In Supporting Character Education at Muhammadiyah Darul Arqom Karanganyar High School, namely the implementation of disciplinary activities carried out by students by entering school before 07.00. doing 5 S's both within the school environment and outside the school, tadarus, the implementation of infaq which is carried out in each class by collecting sincere money which is carried out every Friday, congregational dhuhur prayers, extracurricular activities and carrying out annual habituation, namely such as ramdhan activities.

According to Syamsi (1998) mobilization or implementation is an effort to create a climate of cooperation among program implementing staff so that organizational goals can be achieved effectively and efficiently. The driving function is inseparable from other management functions. The actuating function must begin with the leader of the organization. A leader must be able to behave objectively in dealing with various organizational problems through observation, objective in facing differences and similarities in the character of his staff both as individuals and human groups. Leaders have the determination to achieve progress, are sensitive to the environment and have the ability to work together with others in harmony. In other words, the leader must be sensitive to human nature, namely having strengths and weaknesses, it is impossible to be able to work alone and will definitely need the help of others, humans have personal and social needs, and in humans sometimes emotional traits also appear.

The results of this research are in accordance with the theory stated by Mulyasa (2016: 165) character education in schools can be carried out through various models including through habituation. Wibowo (2012: 84) argues that character education applied in schools can be integrated into subjects. Character values can also be integrated into self-development programs such as routine, exemplary, and spontaneous habituation as well as through school culture. The results of this study are in line with the research conducted by the research of Ikwumelu et al. (2015) on "Social Studies Education and The Need for Value-Based Education in Nigeria" supports this finding that the implementation of a character-based education development model in social studies learning in Nigerian junior high schools, is carried out with a role playing model. Students are given the opportunity to collaborate with friends to role-play. Such learning strategies can develop students' moral values, especially regarding the improvement of social sensitivity, because by role-playing students can actualize the good traits or characters of the characters played.

Describing the Evaluation of Character Education through Habituation at Muhammadiyah Darul Arqom Karanganyar High School

Based on the results of research on the importance of school evelution to monitor and evaluate the results of the implementation of activities and work programs that have been determined and mutually agreed upon, whether they have run well or not. This school evaluation activity is carried out by the school, namely the principal is assisted by the vice principal, the school committee and also there are teachers. The results of the evaluation of the implementation of the character education program through habituation at Muhammadiyah

Darul Aqram High School for the 2020/2021 school year have been broadly achieved and can run optimally.

According to kusuma (2012) evaluation is an effort to find out the state of an object using certain tools (instruments) and compare the results with certain standards to obtain a conclusion. According to Sagala, evaluation is an activity to find out the realization of personnel actors in the organization, and whether the level of achievement of goals is as desired, as well as the results of the evaluation whether improvements are made. So that in evaluation activities it is necessary to have instruments or records that report supporting factors and obstacles to work as material for making improvement efforts.

The results of this study are in line with research conducted by Oktarina et al. (2015) on "Character Education Evaluation Model Based on School Culture for Elementary School" discussing the importance of evaluating culture-based character education in elementary schools. The findings of (1) character education are implemented through school culture and scouting extracurricular activities, 2) The character education evaluation model is carried out through character education evaluation instruments compiled by teachers, meetings and discussions involving all elements of school personnel (principals, teachers, parents, and school committees) to analyze student character needs and discuss the achievement of student character development.

CONCLUSION

Based on the results of the research and discussion, the conclusions of the results of this study are: The form of the habituation program planned by Muhammadiyah Darul Arqom Karanganyar High School in supporting character education, namely through the habituation method in accordance with the vision and mission of the school so that the Realization of the Islamic Generation Berakhlakul Karimah and Intellectual. In addition, in the preparation of planning this method of habituation, the principal and the curriculum do not run alone. All school parties, including students, teachers, administrative staff and the existence of a school quality assurance team that participates in the process of making habituation methods so that they run or are used in schools. Then the principal endorsed what had been decided at the time of the meeting on the formation of the habituation method. The implementation of the habituation program in supporting character education at Muhammadiyah Darul Arqom Karanganyar High School is by carrying out disciplinary activities carried out by students by entering school before 07.00. doing 5 S's both within the school environment and outside the school, tadarus, the implementation of infaq which is carried out in each class by collecting sincere money which is carried out every Friday, congregational dhuhur prayers, extracurricular activities and carrying out annual habituation, namely such as ramdhan activities. Form of evaluation of character education through habituation at Muhammadiyah Darul Arqom Karanganyar High School Evaluation of the implementation of character education through habituation conducted by the principal, school committee and teachers using data on activity reports, activity schedules, as well as by looking at the accountability of the implementing officers, as well as the accountability of the use of finances in financing activities. The results of the evaluation of the implementation of the character education program through habituation at Muhammadiyah Darul Arqom Karanganyar High School for the 2020/2021 school year have been broadly achieved and can run optimally.

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