

## **Strategy Managemen of Strengthening Character Education Through Network and Outside Learning**

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### **ABSTRACT**

This study aims to understand the management of character education strengthening strategies through online and offline learning. Qualitative methods through documentation studies, and observations at Madrasah Tsanawiah Al-Adzkar to find existing phenomena. interviews with interested informants. The results of the study are: (1). Planning with mapping of learning implementation policies (2). Coordination of the person in charge of the program in improving character education. carried out systematically and continuously (3). Implementation in learning is done through coaching, exemplary, habituation, and student discipline through the practice of religion, nationalism (4). Evaluation of learning through performance and learning achievement inside and outside the network.

## **A. INTRODUCTION**

Building character for the nation's generation to answer the problems of 21st-century education today is essential. Abidin, A. Mustika., (2018). This can be seen from the current phenomena, and the future challenges faced are increasingly complex. At least five main characters want to be instilled in students, especially at the Al-Adzkar Madrasah level. These values include religion, nationalism, integrity, independence, and cooperation—the character needed for the future of the golden generation of the Indonesian nation.

Character education is important because it emphasizes the moral, moral and personality aspects that can be realized through attitudes in interacting with the surrounding community. Character education aims to encourage the birth of children with good character because, with good character, they can grow with good capacity and be committed to the future well and tend to have a purposeful life goal.

The current implementation of character education is indeed unsatisfactory. Character education in Indonesia needs its development, considering that there are still many forms of juvenile delinquency, violence, and others. Even the most concerning is that building honesty and discipline in students in madrasas has not yet been achieved. Ali, Sadikin., A. Hamidah., (2020). This is something that the government must pay attention to through education in madrasas. Many of the graduates have high marks and are intelligent, but unfortunately, not a few do not have intelligent behaviour and lack an excellent mental personality. Character as part of morality is essential because that is what marks a civilized human being. So that an educational effort is needed for students that focuses on character education. Therefore, teaching is expected to develop the potential possessed by individuals in a better direction.

### **1. Character Education of Students**

Character education has a critical role because education is necessary for human life throughout their lives, both as individuals and social groups, as well as as a nation and state. As well as challenges for teachers to be able to create a learning environment to develop the ethics, responsibilities and character of these students. Ahmad, Salim., (2015). Because the evaluation method of character education is one of them by direct observation by the teacher, who observes new attitudes or changes in attitudes that arise in students. Not to mention the obstacles teachers face in online learning applications, such as mastery of technology, internet network constraints and innovations in integrating character education into online Learning.

Through online Learning, teachers can study together simultaneously using groups on social media such as WhatsApp, telegram, classroom, Instagram, zoom application or other media as learning media. Dea, Farhani., (2019). Thus, the teacher can ensure that students take part in learning simultaneously, even in different places. The interaction of teachers and students in the learning process is very urgent. It aims to determine the progress of the learning process of students directly. This problem becomes a new challenge for teachers, parents and students. Teachers are required to apply models, methods, approaches and learning strategies by optimizing online Learning; parents must facilitate infrastructure in online Learning at home and create a qualified learning climate, both in terms of home conditions and network facilities, so that they can support children's learning processes at home.

In the online learning process, students are required to have personal responsibility for learning at home, be able to control their own attitudes in Learning, complete tasks online and optimize their gadget facilities as teaching media. Kamaruddin, S. A., (2012). Parents

must educate their children during the COVID-19 pandemic, which is currently endemic, to continue doing activities at home, and stay at home so as not to be infected and transmit this pandemic outbreak. The role of parents is an absolute position.

Madrasas carry out a learning policy that is carried out through offline Learning, namely, learning that is carried out by giving structured assignments to students and providing rules for teachers to remain present at the madrasa. Sutarman., et. al., (2022). According to the teaching schedule so that the combination of online and offline Learning is carried out by the madrasa. Learning is carried out within the network and outside the network. Character building of students must still be carried out because, in the 2013 curriculum, it is not only aspects of knowledge and skills that are assessed but also spiritual aspects, skills and attitudes.

Efforts to create character education strengthening programs in educational institutions require effective management and require collaboration between leaders and teachers to implement them in learning activities. Elsy, S. H. Taunu., (2019). The task of the madrasa is to design the existing culture in the madrasa to become the hallmark and excellence of the madrasa, while the duty of the teacher is to integrate character values in classroom learning and be able to manage classroom management so that character education strengthening programs can be realized.

The implementation of character education in madrasas requires effective and efficient management of character education strengthening programs. This means that in the direction of character education, it is hoped that an administration that can contribute in forming a good character in a person is expected. Abir Tannir., (2013). This means that madrasas are expected to be able to plan activities, carry out activities and evaluate activities which include character values and how schools can implement effective and efficient character-building strategies.

Madrasah Tsanawiah Al-Adzkar is one of the private Madrasah Tsanawiyah, which has its own uniqueness, namely it continues to provide character education to students through online and off-network Learning. Eman, Supriatna., (2020). The program for strengthening character education through online and off-network Learning in madrasas is not only about the subject matter but also by providing activities related to religion. Teachers, in this case, integrate character values and religious values in their subjects.

Based on the above reality, it can give researchers the desire to research the management of the character education strengthening program. Therefore, the author will examine the "Management of Character Education Strengthening Programs Through In-Network and Outside-Network Learning. I. Wayan, E. Santika., (2020). As part of strengthening character values in basic education students, namely religious, nationalist, independence, mutual cooperation, and integrity. Strong character shapes individuals to become agents of change for themselves and the surrounding community. Strengthening Character Education, which can be carried out with collaboration between madrasas, families, and communities, is the key to strengthening character education. As a priority program for education and culture, the Strengthening Character Education movement focuses on existing structures in the national education system, namely programs, curricula and their implementation in the form of activities based on class, madrasa culture and society.

## **B. RESEARCH METHODS**

This study uses a qualitative approach that describes the phenomena that occur in the

field. Sugiyono., (2016). This research method is based on the philosophy of post positivism, which will be used to examine the condition of natural objects, in which the researcher is the key instrument, in describing the source of the data obtained.

### **1. Data collection technique**

In qualitative research, data is usually collected using several qualitative data collection techniques, namely:

- a. Interview as a data collection technique through in-depth interviews. Lexy J. Moleong., (2010). This is done by asking several questions directly to the relevant respondents. Information and data obtained are parsed and processed as a result of research
- b. Observation is a qualitative data collection technique. In general, this is done by observing the recorded research object. In a participatory way, frankly or vaguely, and not structured

Documentation studies in data collection are mostly done by collecting data relevant to the research focus, in the form of scientific articles, archives, meeting notes, pictures, photos, and films.

## **C. DISCUSSION AND CONCLUSION**

Madrasah Tsanawiah Al-Adzkar, in the development of the times and responding to the upcoming cultural globalization, has made Islamic Boarding School educational institutions indispensable for the community. Madrasah Tsanawiah Al Adzkar is a boarding Islamic education institution according to the Islamic Boarding School. Ramayulis., Mulyadi., (2017). As an education that teaches Islamic science, general science, and technology in an integrated manner by using Arabic and English as communication languages. It aims to prepare a young generation of Muslims who are intelligent, strong, independent, modern, and have a global perspective.

Vision The realization of an Islamic Boarding School Madrasah Tsanawiah Al-Adzkar that is different and superior in Islamic science, and general science and technology, by using Arabic and English in communicating mission

- a. Teaching Islamic science, general knowledge, and technology in an integrated manner
- b. Organizing education on tahsin and tahfidz of the Qur'an, as well as Arabic and English, on an ongoing basis
- c. instilling a love of worship, good morals, independent living, simple, and disciplined
- d. Organizing Islamic Boarding School education that is healthy, clean, orderly, and comfortable

### **1. Planning for Strengthening Character Education**

Planning is the initial process of determining the goals or objectives to be achieved to produce efficient and practical education. Planning basically determines the activities that will be carried out in the future. Yasinta, Mahendra., (2019). Because with the planning of the educational process, it will run as expected. The active participation of all stakeholders is one of the keys to successful planning to realize the school's vision and mission. Their involvement must be sought from the beginning, namely from the

formulation of character education programs that are integrated into in-school programs, so that they are involved in analyzing school conditions, formulating expectations and being involved in the implementation of school programs, regarding the time and involvement of school residents in character planning during the new standard period at Madrasah Tsanawiah.

The principal explained that by the planning made at the beginning of each learning year in an activity called the initial year coordination meeting to discuss the school program for the next one year. Wijaya, Hengki., (2018). In preparing the school program, it involves many parties starting from the principal, vice-principal of the curriculum section, vice-principal of the student body section, deputy principal of the Sapras and Public Relations section, as well as the entire teacher council. All structures are involved in participating in the form of providing input for the realization of the school's vision and mission

Based on the interview above, it was revealed that the preparation of the character education program at Madrasah Tsanawiah Al-Adzkar had been integrated into the school program planning, which is carried out at the beginning of each academic year through coordination meeting activities at the beginning of the school year. Amalia, I. Ariningsih., at. al., (2020). The meeting at the beginning of the year was held with the involvement of the school principal, vice-principal of the curriculum section, vice-principal of the student affairs section, and the deputy head of the Sampras and Public Relations section as well as the entire teacher council.

The suitability of the character education program with the vision, mission and goals of Madrasah is explained as follows: Principal planning. First, we still refer to the vision and mission of Madrasah Tsanawiah Al-Adzkar; the things that have been done outside before the pandemic are still being carried out, but the effectiveness must be admitted is not as good as what we did before the pandemic. For example, we continue to do tadarus, do murojaah, and continue to divide Islamic Religious Education teachers to distribute Islamic studies studies to students and guardians of students once a week. We were performing the Duha Prayer, which is always controlled, as an act of discipline.

Based on the interview above, it was revealed that the character education program implemented at Madrasah Tsanawiah Al-Adzkar refers to the school's vision and mission. Then regarding the implementation strategy, it was carried out through reading the Koran, tadarus, murojaah, and sharing videos of Al-Quran studies through what's app groups of students and parents of students. Sheri, S. Rangkuti., (2017). Until the students' activities are controlled, both their circumcision worship, and their disciplinary behaviour. Furthermore, regarding the strategy carried out so that each component developed in the school program has a clear corridor, then each component in the school must have the same perception and synergize in realizing the vision, mission, and goals of the school to achieve mutual agreement by all elements of the education unit.

During the pandemic, there were two learning models carried out by Madrasah Tsanawiah Al-Adzkar. The first is distance learning, which means that students are not in school, and the second is blended, which means that face-to-face Learning is limited to distance learning which has been carried out twice. Koesoema., (2015). Full Distance Learning is where students are not allowed to go to school. Then we had time to do half or three or three days at school, and three days at home, for three days at the school under the guidance of the teacher. Such fostering of honest, disciplined, religious character, and cooperation, can be observed by the teacher directly. We plan something new, maybe through Distance Learning at home. The first is the problem of children's character or ethics in speaking. Because we use technology that uses the Whatsapp and Zoom applications, of

course etiquette and ethics are very important. Especially via WhatsApp how their manners in asking well, polite manners. Which is done at home. All of these programs are contained in the Education Unit Level Curriculum program.

Based on the opinion above, it is explained that the strategy used by Madrasah Tsanawiah Al-Adzkar when planning character education in the new normal period is to divide the learning model that will be used by schools. Nita, Novianti., (2017). The first model uses an online learning model or distance learning. This learning model is carried out in the government's policy to break the Covid-19 chain. Meanwhile, the second model used by the school is blended Learning, which is a mixed learning model in which this learning model combines an online learning model that uses a network connected with conventional Learning, in which students are brought to school for face-to-face meetings with their teachers on a limited scale. All of these programs are outlined in the school's Education Unit Level Curriculum.

## **2. Organizing Strengthening Character Education**

Organizing is a system of collaborative activities or cooperation by one or more people to manage the resources of a group in the hope of achieving common targets effectively and efficiently. Abir Tannir., (2013). The division of tasks in working on a program is explained by Eris as follows: We continue to use the usual; for example the discipline that is named the School Discipline Movement will still be coordinated by the student council officer, later supported by the homeroom teacher, Counseling Guidance, and other coordinators. As for Islam, it is under the coordinator of the Islamic Waka. in charge of controlling Islamic activities such as dhuha, tadarus.

Based on the results of an interview with the head of the school above, Madrasah Tsanawiah Al-Adzkar continues to work closely with the team that was formed before the post-covid-19 pandemic. The principal empowers people according to their field of expertise. Sutarman., Aceng, L. Nulhakim., (2020). Those in charge of the School Discipline Movement or School Discipline Movement are carried out by student representatives, Counseling Guidance teachers and homeroom teachers. Meanwhile, Islamic activities are carried out by Islamic representatives with the task of controlling students' Islamic activities such as dhuha and reading the Koran.

The organizing function in management is to regulate the duties of authority and responsibility of each individual who becomes a unit in achieving the goals that have been mutually agreed upon. The organization governs the resources that can run as they should. The organization's purpose is to know what is done and who is doing it.

In organizing our character education, we have a School Discipline Movement team, in which the school discipline movement is led by student representatives and BK. Then there is a team of Guidance Counseling teachers. In charge of monitoring students at home. Whether day or night the School Discipline Movement team continues to monitor activities and look for information on whether any of our children violate the rules. In addition, there is another thing called the practice of the teachings of the Koran. Hendro, Widodo., (2018). Which can be optimally done in normal times. During the new normal, this is done via mobile phones by distributing links to parents, the contents of which are reports on how to pray and memorize the Koran.

Based on the explanation from the interview above, it can be explained that the organization at Madrasah Tsanawiah Al-Adzkar Tangerang has a team tasked with carrying out character education during the new standard period. Niki, R. Tantri., (2019). This organization in inculcating character values is called the School Discipline Movement and Al-Quran Teaching Practice, where each team has a different function and role. The task of

the School Discipline Movement team is to monitor student activities at home and seek information from students who violate school rules. Meanwhile, the charge of the Al-Quran Teaching Practice team is to control their worship services carried out via cell phones by distributing links to recitation videos to students and parents. At the same time, it is monitoring how to implement prayers and memorize the Al-Quran.

### **3. Implementation of Strengthening Character Education**

The importance of character education in Learning is to make students master the essential competencies that are targeted according to the curriculum and are also designed to make students recognize, realize or care for, and internalize values and turn them into behaviour. To internalize character values and make them a behaviour, it is necessary to carry out proper character education. Implementation is an activity in motivating group members to do a job with high enthusiasm and willingness. Heri, Dwiyanto., (2020). The presentation of data about the implementation of character education in this Learning is presented in the form of a description based on the data extracted in this study, either through observation, documents, or interviews. on the implementation of character education during the new normal at Madrasah Tsanawiah Al-Adzkar

The implementation is carried out through teachers and homeroom teachers, monitoring activities through the daily agenda. Every activity carried out during Distance learning is still evaluated, and follow-up is carried out. Mustakim., (2020). Then the learning teacher conducts online Learning either using Google Classroom or wa groups and later, the subject teacher instills character values in it.

Based on the explanation above, the form of implementation of learning during the new normal is carried out online, and face-to-face is limited. Online teachers use the Google Classroom application and What's App groups to make it easier to deliver learning materials. The teacher also monitors all student learning activities through the daily agenda. Pano, Panoyo., (2019). Through the learning process, the teacher instills character values and evaluates and follows up on the ongoing learning process

Based on the picture above, the implementation of Learning is carried out using the Whatsapp application. Each subject teacher forms a WhatsApp group for each class. Then the teacher monitors student learning activities. Not only learning materials are distributed by the teacher to students, but the teacher also integrates character values to students in learning activities, such as social values and religious values. Marini, Arita., (2017). Then to ensure that all members in a group can do a job in achieving a certain goal, it is necessary to make a mutual agreement. So that the goals to be achieved together can be achieved effectively and efficiently, likewise in carrying out character education. Before carrying out the learning process, the first thing to do is convey the learning contract, ethics, then discipline in collecting assignments, honesty and others that are conveyed by the teacher at the beginning of the semester.

The implementation of learning activities is basically the implementation of the plans that have been prepared previously. Octavia, I. Handarini., (2020). The implementation shows the implementation of the steps of a learning strategy taken to provide a learning experience. In this process, it can be seen how the teacher's technique in Learning requires the activeness of the students so that the desired learning objectives are achieved.

The implementation is carried out using wa groups. Besides that the implementation of character education is also carried out through Google Classroom, through Zoom, Sway applications and all kinds. When using the zoom application, the performance of character education emphasizes more on etiquette, how are the manners of a student when he is present in class. So what is instilled in the course is that we as students must open the camera. If you

want to close the camera, ask permission first. Asep, Dahliyana., (2017). Carry out limited face-to-face learning activities. All students must comply with health protocols by keeping a distance, and wearing masks. This little face-to-face learning activity is carried out to help students find it difficult to understand online learning materials. Learning in this way can also monitor the development of student attitudes regarding discipline and responsibility.

Then online Learning also has a significant enough role in overcoming the spread of the COVID-19 virus. Teachers, students, and parents are required to be able to take advantage of digital media in the learning process. as stated by Nurli as a parent of Madrasah Tsanawiah Al-Adzkar students. The form of implementation of Learning is carried out by children using zoom, google cast, and google classroom. Noviani, A. Putri., (2011). Then if I'm not at home, I monitor my children whether they are studying or not. I continually monitor the learning activities, either through google forms or other media. And make sure whether there is done its job over not. So here will be seen the value of honesty.

Based on the explanation given by the parents of the students above, the implementation of character education in Learning is applied online using the Zoom application, Google Form, and Google Classroom. Khan Y., (2010). Then parents also make sure whether their children follow the lesson or not. Then also make sure whether every task given by the teacher at school is done or not. So to ensure that students follow the lesson well and honestly, parents must be able to master the learning media used

#### **4. Coordination of Strengthening Character Education**

Coordination is a leadership responsibility in ensuring the fulfilment of the work and the duties and authorities given to its members, as well as being integrated between expected goals and activities to run effectively and efficiently. Desy, N. Khotimah., (2019). The function of coordination is to establish various tasks, responsibilities, and authority in ensuring the implementation and success of an educational program. According to Redis, in coordinating character education during the new standard period at Madrasah Tsanawiah Al-Adzkar

Coordinate with all members who are responsible for their fields. For example, the first is through evaluation activities. Through this evaluation, we can see the constraints. For example, there is a program that has been made, and if there are problems, in the assessment, we will try to find a solution. Ani, Cahyadi., (2014). The evaluation is given in stages, the first being the elements of leadership, school principals, vice-principals, teachers and administration

Based on the results of interviews conducted with the principal above, it is explained that each coordinator in carrying out school programs, in this case, character education, all coordinators have the responsibility to evaluate and resolve problems that occur and find solutions to these problems. Husaini, Usman., (2013). In carrying out their duties, the leadership element can ensure that all activities are consistently carried out by members in carrying out work together or individually. According to Hadi as the representative of the curriculum, the form of coordination carried out in character education at Madrasah Al-Adzkar

The coordination between the curriculum representative and the homeroom teacher has a report, which is in the form of monthly and semester reports. Later, the teachers in the field of study will report to the homeroom about incomplete assignments, and the point is about student discipline in submitting assignments. Andrian, Habibi., (2020). If the problem is not resolved, then it is up to the level coordinator of each class. If it's not finished, then it's up to the BK coordinator. If it is not finished, then go to the deputy principal of the school. If not, just go to the principal.



Based on the explanation above, coordination is carried out between the curriculum representative and the homeroom teacher. Hendarman., (2017). The homeroom teacher has the duty and responsibility to report student learning outcomes from monthly reports to semester reports. Before the student learning outcomes reports are distributed, subject teachers have the obligation and responsibility to document student learning activities such as social attitudes, spirituality, homeroom knowledge and skills.

## **5. Evaluation of Strengthening Character Education**

Evaluation involves collecting information about work and then using the right choice for a decision. In this case, the primary function of the assessment is to provide helpful information to decision-makers so that they can determine the strategy to be used based on the evaluation activities carried out. Muhyiddin., (2020). Evaluation activities are carried out by bringing them into the teacher's meeting forum, which should be done by teachers in cultivating character education. So the stages can be described, such as monitoring, and supervision, through a parent satisfaction questionnaire. Based on the data, an evaluation was carried out, a meeting with the teacher was carried out, and after that, a follow-up was carried out.

Based on the explanation given by the principal of Madrasah Al-Adzkar above, the evaluation of character education is carried out jointly by discussing together in the teacher-teacher meeting forum. Then determine what the teacher should do to instill character values in students. The form of stages carried out before conducting the evaluation is monitoring, supervising, and distributing questionnaires. Andi, Thahir., (2014). From the data obtained, an assessment was carried out. While the form of the evaluation carried out by the curriculum representative at Madrasah Tsanawiah Al-Adzkar Tangerang is to evaluate the report given by the subject teacher to the homeroom teacher in the form of monthly report cards and report cards.

The monthly report cards are distributed to find progress and make improvements to work according to the plan. Summary., (2015). As explained by Linda as follows: How to evaluate children's character development can be done after the monthly report card or semester report card is distributed to students. From the learning results obtained, we can convey the advantages and disadvantages of Learning.

Based on the explanation above, how to evaluate character education carried out by students is seen from the results of monthly report cards held once in two months. It can also be seen from the effects of semester report cards that have been distributed to students. Didin, Widyartono., (2017). From the learning outcomes that have been obtained, teachers and parents can evaluate students for their shortcomings during the Learning

## **D. CONCLUSION**

Based on the results of research and data analysis, as well as discussions that have been carried out on the management of character education strengthening strategies through learning within and outside the network, several conclusions can be drawn as follows:

- a. The planning of character education programs is integrated into the curriculum at the education unit level, starting with the curriculum's vision, mission, objectives, structure and content, syllabus, and plans for implementing learning and teaching materials.
- b. Organizing, the school forms a team chaired by the principal, with the daily leadership of the vice-principal and teachers in charge of carrying out character education through online and off-network Learning.

- c. Implementation of strengthening character education through online and off-network Learning at Madrasah Tsanawiah Al-Adzkar. They are implemented by teachers using various online applications to support Learning. The performance of online Learning is carried out face-to-face and continues to apply health protocols.
- d. Coordination of character education at Madrasah Al-Adzkar on character education programs coordinated in each program with results that have been carried out systematically and continuously.
- e. Evaluation of strengthening character education is carried out by holding monthly teacher meetings held by the vice-principal. Through management functions, namely planning, organizing, implementing, coordinating, and evaluating. has been implemented at Madrasah Tsanawiah Al-Adzkar, which is mainly in strengthening character education through Learning

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